Inhaltsverzeichnis

No.: 1   - **ECTS**: 2 (32 h)   **Code**: CC2201   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Sun Mei** (National Central University)

<p style="text-align:center;">Chinese Culture   Chinese Drama and Theatre</p>

Course Description: This course will provide a comprehensive study of the Chinese drama and theatre, and it will give unique insights into Chinese culture and history, including topics such as cultural atmosphere in late imperial and modern China, the position of drama in traditional Chinese literature, the historical development of xiqu (indigenous Chinese theatre) from folk art to literati creation, and the transformation of traditional xiqu in modern China.

The major sub-genres, such as nanxi, Yuan zaju, Ming-Qing chuanqi, kunqu, jingju (Beijing opera), and huaju (spoken drama) will be examined, and significant examples will be covered.

<u>Course syllabus</u>
Chapter One: Introduction

Samuel L. Leiter, "Editor's Note," Asian Theatre Journal, 15.1 (1998): iii-vi.

Mei Sun, "Xiqu, the Indigenous Chinese Theater," Asian Culture, 26.2 (1998): 1-12.

Chapter Two: Cultural Atmosphere and the Emergence of Chinese Drama

James R. Hightower, "Chinese Literature in the Context of World Literature," Comparative Literature, V (1953), pp. 117-124.

William Dolby, "Early Chinese Plays and Theater," in Chinese Theater: from its Origins to the Present Day, ed. Colin Mackerras, pp.7-31.

Chapter Three: Nanxi in the Song and Yuan Dynasties

Mei Sun, "Exploring the Historical Development of Nanxi, Southern Theater," CHINOPERL PAPERS No.24 (2002): 35-65.

Mei Sun, "Performances of Nanxi," Asian Theatre Journal, 13.2 (1996): 141-166.

Chapter Four: Zaju in the Yuan Dynasty

Stephan H. West and Wilt L. Idema, "Introduction," Monks, Bandits, Lovers, and Immortals: Eleven Early Chinese Plays, pp. ix-xxxvi.

Stephan H. West and Wilt L. Idema, "Introduction," The Moon and the Zither: the Story of the Western Wing, pp. 3-42.

Chapter Five: Chuanqi in the Ming and Qing Dynasties

John Hu, "Ming Dynasty Drama," in Chinese Theater: from its Origins to the Present Day, ed. Colin Mackerras, pp.60-77.

Cyril Birch, Scenes for Mandarins: The Elite Theater of the Ming, pp. 1-19.

Chapter Six: Jingju in the late Qing and Early Republic

Joshua Goldstein, Drama King: Players and Publics in the Re-creation of Peking Opera, 1870-1937, pp.1-13.

A. C. Scott, "The Performance of Classical Theatre," in Chinese Theater: from its Origins to the Present Day, ed. Colin Mackerras, pp.118-144.

Chapter Seven: The Emergence and Development of Spoken Drama

Colin Mackerras , "Theater and the Masses," in Chinese Theater: from its Origins to the Present Day, ed. Colin Mackerras, pp.145-183.

Mei Sun, "China," in The Continuum Companion to Twentieth Century Theatre, ed. Colin Chambers, 154-156.

Chapter Eight: Xiqu in Modern China

Elizabeth Wichmann, Listening to Theatre: The Aural Dimension of Beijing Opera, pp.12-24.

Mei Sun, "Xiqu's Problems in Contemporary China," The Journal of Contemporary China, Summer (1994): 74-83.

No.: 2 - **ECTS**: 2 (32 h) **Code**: CC2203 Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Frederick Lau** (University of Hawaii at Manoa)

Chinese Culture Chinese Music, Aesthetics, and Globalization

Course Description: Taking as assumptions that music is socially situated and culturally significant, this course explores the multiple approaches to the study of Chinese music beyond the conventional paradigms of musical analysis. The age of viewing music simply as a product is fading as the understanding of music as art is being challenged.   Music is at once a product and a cultural process. Like other domains of culture, music is intrinsically linked to the culture's philosophy, social imaginary, and cultural preference. This course will present both theoretical framework and case studies that help us think through issues of musical change, adaptation, appropriation, and beyond in the age of digital communication and intense globalization. Topics under discussion will range from the idea of "orientalism" in Western art music compositions to local responses to the importation of Western and other types of music. The goals of this course are to extend the scope of understanding Chinese music as a cultural phenomenon rooted in philosophical foundation and to expand the idea of musical analysis beyond what is on the printed page.

Course syllabus
Lecture 1

Introduction: Understand Chinese music in culture

Lecture 2

Music of Quqin, esthetics, social elite, and Confucianism

Lecture 3

National Music, Chinese Regional Genres, aesthetics, and identity

Lecture4

The cultural approach to the study of Music

Lecture 5

Chinese Music in West, Western Music in China: Issues of Cross-Cultural music synthesis

Lecture 6

Avant-garde or Chinese Music? The aesthetics of Chinese modern composers

Lecture 7

Music, Place, Diaspora, and identity

Lecture 8

Music and Chinese identity, Chinese Diaspora and music identity

Chinese Development

Chinese Public Administration in the Global Perspective

Course Description: This course is an introduction to public administration in China from a global perspective. It focusses on the development of public administration in China over the past decades, and specifically examines administrative reforms and government innovations since the Reform and Opening-up. It questions some of the basic concepts and conceptual frameworks that we use in comparing public administration across countries and regions. By doing so it will also show the relevance of organization theory to the modernization of the state governance system in China. During the lectures and the seminars, the students will be challenged to reflect on and argue about public administration in China.

Course syllabus

Lecture and seminar 1: An introduction to public administration

Lecture and seminar 2: An instrumental approach to study public decisions – bounded rationality

Lecture and seminar 3: An institutional approach to study public administration and policy – the relevance of culture and symbols

Lecture and seminar 4: Public service provision – the relevance of administrative burdens

Lecture and seminar 5: Digital government – how emerging technologies shape government

Lecture and seminar 6: Crisis management – balancing governance capacity and governance legitimacy

Lecture and seminar 7: Public administration in a comparative perspective

Lecture and seminar 8: Academic writing – basic structure and challenges

No.: 4 - **ECTS**: 2 (32 h)   **Code**: CD2202   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Sangui Wang** (Renmin University of China)

Chinese Development   China's experience in eradicating absolute poverty

Course Description: This course introduces the poverty relief practices in China and looks into the poverty alleviation cause in China after 2020. Firstly, it depicts the global poverty situation and analyzes the reasons behind the mass poverty worldwide to help the students understand the issue of global poverty, and proposes that poverty relief requires common efforts of the international community. Secondly, how is China's poverty alleviation achievements? Is poverty alleviation truly efficient in China, and why? What are China's poverty eradication standards? How about a comparison of them with their world counterpart? By answering these questions, this course enables the students to profoundly understand the historic achievements that China has made in the establishment of a moderately prosperous society in all respects. thirdly, why the overall plan for taking better-targeted poverty alleviation measures and the supernormal measure of eradicating extreme poverty need to be applied in order to achieve the set poverty relief goals? What are the difficulties in taking targeted measures against poverty? Is taking targeted measures against poverty effective? How does China proceed with eradicating extreme poverty and taking targeted measures against poverty? What's its contribution to world poverty relief? The answers to these questions help the students comprehensively understand the significance of taking targeted measures against poverty and eradicating extreme poverty. Fourthly, does China still need to relieve poverty after eradicating absolute poverty? What is relative poverty in essence? How to relieve it? What's its relationship with rural revitalization and urbanization? students can get an understanding of the development direction of China's poverty relief and development cause after 2020, how China will consolidate the results of eradicating extreme poverty and effectively cohere it with the rural revitalization strategy.

Course syllabus

Lecture and seminar 1 The Problem of Poverty: A Global Challenge

    i) Poverty around the World

    ii) Why Is the Phenomenon of Mass Poverty?

    iii) Relieving Poverty: Efforts Made by the International Community

Lecture and seminar 2 Eradicating Poverty: China's Achievements

    i) China's Performance in Massive Poverty Reduction

    ii) Why Can China Achieve Massive Poverty Reduction?

    iii）Massive Poverty Reduction Demonstrates China's Institutional Strength

Lecture and seminar 3 What Are the Standards of Eradicating Absolute Poverty in 2020?

    i) Are the Poverty Alleviation Achievements Truthful?

    ii) China's Poverty Elimination Criteria

iii) A comparison of China's Poverty Elimination Standards and World Poverty Standards

Lecture and seminar 4 Building a Moderately Prosperous Society in All Respects and Poverty Alleviation

i) Why Does China Fight Poverty?

ii) the organization system of Poverty Alleviation

iii) the policy system of Poverty Alleviation

iv) Objectives of Building a Moderately Prosperous Society in an All-round Manner

v) Why Are Urban Population Not Covered by Poverty Alleviation?

Lecture and seminar 5 Targeted Poverty Alleviation: The Basic Strategy of Poverty Alleviation

i) Why the Strategy of Targeted Poverty Alleviation

ii) What Is Targeted Poverty Alleviation

iii) What Are the Difficulties of Targeted Poverty Alleviation

iv) Is Targeted Poverty Alleviation Efficient

Lecture and seminar 6 Eradication of Poverty in Severely Impoverished Areas and Targeted Poverty Alleviation: What Have We Done

i) Whom to Receive Poverty Relief

ii) How to Implement Poverty Relief

iii) Who to Implement Poverty Relief

iv) Who Has the Last Word on the Poverty Alleviation Effect

Lecture and seminar 7 China's Contribution to Global Poverty Alleviation

i) Changes of the World's Poor Population

ii) How Big Is China's Contribution to World Poverty Reduction

iii) Referential Significance of China's Poverty Alleviation Pattern to International Poverty Alleviation

Lecture and seminar 8 Does China Still Need to Relieve Poverty after 2020?

i) Re-understanding Poverty

ii) Poverty Is the Eternal Theme of Relative Poverty

iii) Relative Poverty Is About Gap in Nature

iv) Multiple Levels of Relieving Relative Poverty

v) Rural Revitalization, Urbanization and the Relief of Relative Poverty

No.: 5   - **ECTS**: 2 (32 h)   **Code**: CD2203   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **YAO Yongling** (Renmin University of China)

Chinese Development   Urbanization in China

Course Description: This course aims at training students to learn urban and regional development with urban origin and development, presence, problems and how to balance relationship between urban-rural areas and, learn the problems and solutions for Chinese society. All lectures will be in English. Students may learn urban and regional principles and Chinese culture by English thinking and habits, and learn some tips and skills of using English. The course tries to train students to learn skills in practical analysis: factors for urban history, distinguishing features of different areas, relation between urban-rural areas, problems and futures. By using case studying method, students will be taught to know how the developers and policy makers deal with cases in different areas. At a result, students may try to be engaged in creative work by dealing their own cases study for analyzing essentials about Chinese society and find the ways of solutions with regional and urban sciences.

Course syllabus

Chapter 1 Urban Evolution and Rural Areas

    Section 1 City from Rural Areas

    Section 2 Revolution of City

    Section 3 Differences Between Urban and Rural Areas

 Chapter 2 General History of Cities

    Section 1 Slave Period

    Section 2 Spring and Autumn Dynasties

    Section 3 Qin-Han-Weijin-North-South Dynasties

    Section 4 Sui-Tang,etc. Dynasties

    Section 5 Liao-Song-Jin-Yuan Dynasties

    Section 6 Ming-Qing Dynasties (modern History)

 Chapter 3 Factors Determining City Location

    Section 1 Geographic Factors

    Section 2 Economic Factors

    Section 3 Political Factors

    Section 4 Transportation Factors

Chapter 4 Chinese Urbanization Since 1949

    Section 1 What is Urbanization

    Section 2 Urbanization Periods in China

No.: 6   - **ECTS**: 2 (32 h)   **Code**: CE2201   Course time: 8:00-11:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **CAI Jinghan** (University of Scranton)

Chinese Economy   Research Frontier in Finance and Chinese Stock Market

Course Description: Conducted in English, This course aims to provide students with in-depth understanding of the Chinese Capital Market in the research frontier of finance. In the past decades, Chinese capital market has attracted more and more attention in finance industry and academia. This course reviews most recent research in the top finance journals that studies the Chinese capital market. This paper exposes senior undergraduate students with standard research norms and methodologies in the form of seminars. Also, presentation norms and skills will be exhibited to the students. Furthermore, the course will push the students to critically reviewing the literature to the practice of finding an original topic.

Topics covered include warrants market, short selling, Split Share Structure Reform, initial public offering, investment behavior, and corporate governance in China.

Course syllabus

Topic I. China's Financial System: Past, Present, and Future (Allen, Qian and Qian, 2005)

Topic II. Chinese IPO (Cai, He, Zhai, 2016)

Topic III. Secondary markets (Cai, Ko, Li and Xia, 2018)

Topic IV. Trade on Margin and Short selling (Chang, Cheng and Yu, 2007)

Topic V. Portfolio theory and market efficiency (Cai, He, Jiang and Xiong, 2018)

Topic VI. Derivative markets and Chinese warrants bubbles (Xiong and Yu, 2011)

Topic VII. Investment behavior (Ting Chen, Laura Liu , Wei Xiong , Li-An Zhou, 2016)

Topic VIII. Presentation and Final Exam

No.: 7 - **ECTS**: 2 (32 h)   **Code**: CE2202   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **LIU Yunhua** (Nanyang Technological University)

Chinese Economy   Investment Environment and Policy in China

Course Description: The emerging China market provides opportunities and challenges to the rest of the world. Understanding the fast changing economic environment in China is essential for potential business activities. The objective of this subject is to provide students with the knowledge of the dynamics in China's investment environment on their causes and sequential logics. Emphases are on the impacts of changing policies of the government and the market forces emerged in China. Changes in demand market, supply of resources and provision of infrastructure, industrial development, technologies, urban and regional development and their effects will be investigated. Case studies of business investment in different industries and different regions will be used as main tool.

Course syllabus

Lecture 1 The Macroeconomic Trend in Chinese Economy: Challenges and Prospects

    1.1 The macroeconomic trend and prospect

    1.2 Government strategy and policy

    1.3 A few hot issues

Lecture 2 Trade Development and Trade Policy

    2.1 China's Trade Performance

    2.2 Basis of Trade and Trade Policy Reform

    2.3 Trade Relations with the World

Lecture 3 Changing Role of FDIs

    3.1 FDI in China

    3.2 Case study

    3.3 Future roles

Lecture 4 Investing in China: Challenges and Opportunities

    4.1 Changing business environments in China

    4.2 The Consumer markets

    4.3 Opportunities and growing entrepreneurs

Lecture 5 China's Tax System and Role of Local Governments

    5.1 China's tax system

    5.2 The role of local governments and their behavor pattern

    5.3 Case: Decline of the world largest solar energy company: SunTech

Lecture 6 Market Distortions in China

    6.1 Factor price distortions

    6.2 Mal-Regulated market distortions

    6.3 Culture resulted distortions

Lecture 7 Manufacturing Industry in China

    7.1 Manufacturing Industry in China: World Position

    7.2 Most Demanded Industries

    7.3 Changing Competitiveness in China's Manufacturing Sector

Lecture 8 Regional Development, Industrialization and Urbanization

    8.1 Globalization and Regional Development of China

    8.2 Industrial Policy and Key Industries

    8.3 Trend of Urbanization

No.: 8   - **ECTS**: 2 (32 h)   **Code**: CFP2201   Course time: 18:00-21:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Xu Zhengyuan** (Renmin University of China)

Chinese Diplomacy Chinese Foreign Policy

Course Description: This course is an introduction and analysis of the strategies, ideas and policies in China's foreign affairs since 1949 and meanwhile an observation and elaboration of the dynamics and patterns in China's strategic thinking and decision-making mechanisms over the past 70 years. Its aim is to facilitate the students to obtain a historical understanding of the change and continuity of Chinese foreign policy, to find out China's unique perceptions of particular international political, economic

and security issues, and its special behavioral pattern in negotiation, cooperation and deterrence as well as the variables that might affect it, to take an intensive look at some of the major problems that China faces and its policy toward international regimes, its neighbors in the region and the big powers in the contemporary period as well as to understand the effective approaches and methods in CFP study.

Course syllabus
1.Theories and methods: the trends in CFP study

2.War and revolution: CFP in the Cold War era.

3.Change and continuity: CFP in the post-cold war era.

4.Diplomatic simulation: a combination of the international and internal crises

5.Partner or Competitor: China's relations with the big powers

6.Harmony or hegemony: China's relations with its neighbors and developing countries

7.Preserver or reviser: China and the international regimes

8. Final Exam

No.: 9   - **ECTS**: 2 (32 h)   **Code**: CP2201   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Reinhard C. Heinisch** (University of Salzburg, Austria

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Chinese Politics   Appraising the Relations Between China, the United States and the European Union:Implications, Options and Opportunities

Course Description: The course seeks to assess the relationship between the triad of the three globally most influential economic and political powers the United States, China, and the European Union. Over the past two decades, these three powers have undergone important internal changes amidst a dynamic international economic and political environment. On one hand, the United States has come to depend on Chinese investments and imports while viewing Beijing less as a strategic partner but rather a geopolitical rival that needs to be contained. Meanwhile Europe has been plagued by the feeling of being ignored by Washington and missing out on the rise of Eastern Asia because of being stuck behind the "wrong" ocean. Europe is also torn over whether to regard China's export engine as a threat to the EUs less competitive member states or rather as a most lucrative overseas market for its high-tech products, luxury goods, and car industry. Weakened by the financial crisis and the Covid-19 crisis and plagued by significant internal divisions, both Washington and Brussels have pulled back globally and present Beijing with new political opportunities to increase its international leverage even further. The presidency of Donald Trump was marked by protectionism and bitter criticisms of China and the European Union while he was pursuing a relentless America-first policy. In response, the US' relations with its most important European allies deteriorated and tension with China grew. The new president Joe Biden will likely return to a more internationalist posture of the US and end the self-imposed US isolation. He will try to mend the relationship with Europe but it remains as of yet unclear how he intents approach China and potential US adversaries. It is also uncertain how much power and time, he will have for changing course. All major powers are affected by confluence of domestic nationalist currents, socioeconomic changes, and the after effect of the Corona pandemic.

The fluid international and domestic environment as well as the contradictions between economic and political goals provides a complex and fascinating context in which these important political decisions have to be made. The course will seek to highlight these developments especially from both an American and European perspective.

Course Objectives:

1)   Introduce students to US and European perspectives on China policy.

2)   Provide students with a better understanding for intra-Western political dynamics, i.e., the relations between Washington, Brussels as well as London, Berlin, and Paris.

3)   Familiarize students with important political developments and institutions in the US and Europe with respect to China policy.

4)   Introduce students to theories and models designed to explain political decision-making in the US and the EU.

5)   Have students reflect on the constraints, options, and opportunities for Chinese decisions-makers based on current political and economic trajectories.

6)   Provide students with an assessment of the effect of the Trump presidency on international relations and the state of the Western alliance.

7)   Anticipate how the Biden presidency will likely shape the triadic relationship.

<u>Course syllabus</u>
Unit 1: Introduction and brief Overview of the History of Western-Chinese Relations (3 hrs)

Unit 2: The Post Cold-War and political Change in the United States: (8 hrs)

Unit 3: The Post Cold-War and political Change in Europe: (8 hrs)

Unit 4: The Triad Relations: (10 hrs)

Unit 5: Final Analysis and Conclusions (3 hrs)

No.: 10 - **ECTS**: 2 (32 h)   **Code**: CP2202   Course time: 18:00-21:30

Timetable: 2022-07-11/12/13/14/18/19/20/21

Instructor: **HUA Shiping** (The University of Louisville (U.S.A.))

Chinese Politics   ## Comparing the Political Cultures of the United States and China

Course Description: This is a comparative study of the American political Culture and the Chinese political culture. The study of political culture is highly subjective, often biased. The seemingly objective survey research in political culture study is short of in depth analysis. Although a completely objective study of any political culture is difficult, a certain amount of distance is probably preferable – "one does not see what the mountain looks like because he/she is in the mountain." Therefore, this comparative study looks at the political cultures of the United States and China from three perspectives: Alex de Tocqueville is French; Max Weber is German, and the instructor is a Chinese American. Sun Tzu's strategy thinking is also a reflection of the Chinese political culture. Instead of providing answers to those issues raised, this course intends to provoke more discussions for the students.

Course syllabus

Day 1 : Read "Introduction" by Tocqueville.

View Video: The Founding Fathers (20 minutes)

Day 2 : Read Tocqueville Chapters 1-4: Native Americans, Early Settlers, Social Conditions, Sovereignty of the People.

View Video: The Founding Fathers (20 Minutes)

Day 3 : Read Tocqueville Chapter 5: Township Politics

View Video: The Founding Fathers (20 Minutes)

Day 4: Read Tocqueville Chapter 8: Federal Constitution; Part II: Chapters 1-3: Governed by the People, Political Parties, Freedom of Press

View Video: The Founding Fathers (20 Minutes)

Day 5: Read Sun Tzu's Art of Warfare.

View Video: The Founding Fathers (20 Minutes)

Day 6 : Read: Weber Chapter 5: The Literati

View Video: The Founding Fathers (20 Minutes)

Day 7: Read: Weber: Chapter 6: The Confucian Life; Conclusion: Confucian and Puritan Compared.

View Video: The Founding Fathers (40 Minutes)

Day 8 : Presentations

No.: 11 - **ECTS**: 2 (32 h)   **Code**: CP2203   Course time: 18:00-21:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Mariano Ciafardini** (Marxist Studies and Learn Center Héctor P. Agosti)

Chinese Politics   Evolution of Marxism from Marx to Nowadays

Course Description: General overview of the development of Marxism and Historical Materialism since Marx's days through the 20th century. Leninism, Maoism and Deng's Reform and Opening as turning points of the revolutionary process. Xi Jinping´s role in the consolidation and promotion of the third stage of the global revolution towards a world with a common destiny.

Course syllabus

a)   Essentials of Marxism and Historical Materialism. General introduction

b)   Main eras and stages of history according to the development of productive forces and production modes

c)   The three stages of Capitalism

d)   Historical moments of the Socialist Revolution during Capitalism (The dialectical moments of the historical subject)

1. From the peasant revolts to Marx

2. Leninism and the early socialist revolutions (Stalin, Mao and anti-imperialist movements)

3. Marxism-Leninism in the 21st century. The Reform and Opening turning point in the Popular Republic of China and evolution of the world towards a Global Community as promoted by Xi Jinping

Lecture and seminar 1

    General introduction to the essentials of Marxism. Dialectics from Hegel to Marx. A historical point of view

Lecture and seminar 2

    Main eras and stages of history according to the development of productive forces and production modes

Lecture and seminar 3

    The three stages of Capitalism

Discussion 4

    General discussion. Open questions and answers

Lecture and seminar 5

    Historical moments of the Socialist Revolution during Capitalism (The dialectical moments of the

    historical subject). Pre-Marxist developments

Lecture and seminar 6

Leninism and the early socialist revolutions (Stalin, Mao and anti-imperialist movements)

Lecture and seminar 7

Marxism-Leninism in the 21st century. The Reform and Opening turning point in the Popular Republic of China and evolution of the world towards a Global Community as promoted by Xi Jinping

Discussion and final assessment 8

General discussion on contents and bibliography. Open questions and answers. General evaluation

No.: 12 - **ECTS**: 2 (32 h)   **Code**: CS2201   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Zheng Aiqing** (Renmin University of China)

<p style="text-align:center">Chinese Society   Chinese Labor Law</p>

Course Description: Departure from the identification of employment relation, the lesson first introduces the basic concepts of labor law, indicates the type of enterprises and persons concerned by Chinese labor law. The lesson then explains the contents of job-looking legal system, analyses the problems and their improvements. The accent of the course will be put on the introduction of employment contract system, from his form, changes until his break, and points out how the employers and employees can safeguard theirs legal rights and interests. Before labor dispute system, the final part of the course, Chinese basic labor standards, trades union and collective agreement system will be briefly introduced. All through the lecture, regulations and practices of foreign countries will be mentioned appropriately.

Course syllabus

Chapter I Introduction to Labor law: relationship regulated, coverage and history of labor law

  Section I   Concept of labor law, identification of labor relationship and coverage of Chinese labor law

  Section II Sources of Chinese labor law

  Section III   Fundamental rights and obligations for employer and employee

  Section IV Brief history and development of labor law

Chapter II Brief introduction of job-looking legal system

  Section I   Significance and understanding of right to labor

  Section II   Outline of legislations on job-looking

  Section III   Job equity and job security/guarantee

Chapter III   Employment contract system

  Section I   Concept and characteristics of employment contract

  Section II   Formality, clauses and terms of employment contract

  Section III   Validity of employment contract

  Section IV   Execution and changes of employment contract

  Section V Internal regulation of enterprise

  Section VI   Termination of employment contract

Chapter IV   Trade unions and Collective agreement

  Section I Regulations on trade unions

  Section II Outlines of collective agreement system

No.: 13 - **ECTS**: 2 (32 h)   **Code**: CS2202   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **LIANG Zai** (State University of New York at Albany)

Chinese Society   Migration and Urbanization in China

Course Description: China's floating population represents the largest migration in human history and has enormous consequences for China and the world. This course provides an overview of recent scholarship (in English) on China's floating population and its implications for the future of urbanization. The course is multi-disciplinary and includes perspectives from demographers, sociologists, economists, geographers, and historians. The focus is on migration patterns in China since the late 1970s. We expect students can conduct independent research in this area after taking this class.

Course syllabus
1. Historical Perspectives

*Davis, Kinsley. 1974. "The Migrations of Human Populations." Pp. 53-65 in W.H. Freeman (ed.) The Human Population. San Francisco.

*Lee, James. 1978. "Migration and Expansion in Chinese History." Pp. 20-47 in William H. McNeill and Ruth S. Adams (eds.) Human Migration: Patterns and Policies. Bloomington: Indiana University Press.

2. Theories of Migration

*Massey, Douglas S. 1999. "Why Does Immigration Occur?" Pp.34-52 in Charles Hirschman, Philip Kasinitz, and Josh DeWind (eds.) The Handbook of International Migration: The American Experience. New York: Russell Sage Foundation.

(S) *Massey, Douglas S., Luin Goldring, and Jorge Durand. 1994. "Continuities in Transnational Migration: An Analysis of 19 Mexican Communities." American Journal of Sociology 99:1492-1533.

*Portes, Alejandro. 1999. "Immigration Theory for a New Century: Some Problems and Opportunities." Pp. 21-33 in Charles Hirschman, Philip Kasinitz, and Josh DeWind (eds.) The Handbook of International Migration: The American Experience. New York: Russell Sage Foundation.

(S) *Liang, Zai. 2006. "Sociology of Migration". Pp. 487-495 in Clifton Bryant and Dennis L. Peck (eds.) Sociology of the 21st Century. Sage Publications.

Liang, Zai, Miao David Chunyu, Guotu Zhuang, and Wenzhen Ye. 2008. "Cumulative Causation, Market Transition, and Emigration from China." American Journal of Sociology. 114:706-737.

3. Development and Migration

*Massey, Douglas. 1988. "International Migration and Economic Development in Comparative Perspective." Population and Development Review 14:383-414.

*Todaro, Michael P. 1969. "A Model of Labor Migration and Urban Unemployment in Less Developed Countries." American Economic Review 59:138-148.

4. Data Sources and Measurement Issues

Bilsborrow, Richard E., Graeme Hugo, A.S. Oberai, and Hania Zlotnik. 1997. International Migration Statistics: Guidelines for Improving Data Collection Systems. (Chapter 3). Geneva: International Labour Office.

*Clark, William A.V. 1986. Human Migration. Chapter 1 (Definitions, Rates, and Data). Sage Publications.

(S) *Palmer, J.R.B., T.J. Espenshade, F. Bartumeus, C.Y. Chung, N.E. Ozgencil, K. Li. 2013. "New Approaches to Human Mobility: Using Mobile Phones for Demographic Research." Demography 50:1105-1128.

Baidu Mobility data.2021. https://qianxi.baidu.com/

5. Patterns of China's Floating Population

*Liang, Zai and Michael J. White. 1996. "Internal Migration in China: 1950-1988." Demography 33:375-384.

*Liang, Zai, Zhen Li, and Zhongdong Ma. 2014. "Changing Patterns of the Floating Population in China during 2000-2010." Population and Development Review 40(4):695-716.

*Wang, Winnie and Cindy Fan, 2006, "Success or failure: selectivity and reasons of return migration in Sichuan and Anhui, China." Environment and Planning A 38(5)939 – 958.

(S)*Chunyu, David, Zai Liang, and Yingfeng Wu. 2013. "Interprovincial Return Migration: Individual and Contextual-level Determinants." Environment and Planning A 45:2939-2958.

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6. Learning the Ropes: Migration and Adaptation in Cities

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Wu, Xiaogang. 2004. "The Household Registration System and Social Stratification in China." Demography 42(2):363-384.

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7. Migrant Housing

*Jiang, Leiwen. 2006. "The Living Conditions of the Floating Population in Urban China." Housing Studies 21:719-744.

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Wu, Weiping. 2002. "Migrant Housing in Urban China: Choices and Constraints." Urban Affairs Review 38:90-119.

Jiejin Li and Zai Liang. 2012 "Migration and Housing Inequality in Metropolitan Shanghai." A chapter in Zhou Daming, Liu Linping and Zai Liang (eds.). A New Introduction to Urban Sociology, China Social Science Publishing House.

8. Impact of Migration on Children

*Zai Liang and Yiu Por Chen. 2007. "The Educational Consequences of Migration for Children in China." Social Science Research 36:28-47.

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Zai Liang, Lin Guo, and Charles Chengrong Duan. 2008. "Migration and the Wellbeing of Children in China." Yale China Health Journal 5:25-46.

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(S) Zhang H, Behrman JR, Fan CS, Wei X, Zhang J. 2014. Does Parental absence Reduce Cognitive achievement? Evidence from Rural China. J. Dev. Econ. 111:181-195.

9. Gender and Migration

*Zai Liang, and Yiu Por Chen. 2004. "Gender and Migration in China: An OriginDestination Linked Approach." Economic Development and Cultural Change 52:423-443.

Roberts, Kenneth, Rachel Connelly, Zhenming Xie and Zhenzhen Zheng. 2004. "Patterns of Temporary Labor Migration of Rural Women from Anhui and Sichuan." The China Journal 52: 49-70.

10. Migration and Rural Transformation in China

(S) *Zai Liang. 2011. "Migration and Development in Rural China." Modern China Studies 17:48-74.

* Liang, Zai, Jiejin Li, and Zhongdong Ma. 2013. "Migration and Remittances: Evidence from a Poor Province in China." Asian Population Studies 9(2):124-141.

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De Brauw, Alan, and Scott Rozelle. 2008. "Migration and household investment in rural China." China Economic Review 19(2): 320-335.

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*Du, Ying, Albert Park, and Wang S. 2005. "Migration and Rural Poverty in China." Journal of Comparative Economics 30:688-709.

11. Hukou Reform, Global Pandemic, and Future Prospects

Chan, Kam Wing. 2014. "China's Urbanization 2020: A New Blueprint and Direction." Eurasian Geography and Economics 55:1-9.

*The Blueprint for New Urbanization in China 2014-2020 (国家新型城镇化规划（2014-2020）)（can be download from website）

*Kraemer et al. 2020. "The effect of human mobility and control measures on the COVID-19 epidemic in China." Science.

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Liang, Zai. 2014. "Migration, Hukou, and the Prospects of an Integrated Chinese Society." Pp.42-59 in Jaques delisle and Avery Goldstein (eds.) China's Challenges. Philadelphia, University of Pennsylvania Press.

* Liang, Zai. 2016. "China's Great Migration." Annual Review of Sociology 42:451-71.

Fei-ling, Wang. 2004. "Reformed Migration Control and New Targeted People: China'sHukou System in the 2000s". The China Quarterly 177: 115-132.

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No.: 14 - **ECTS**: 2 (32 h)   **Code**: CS2203   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Colin Mackerras** (Griffith University, Australia)

Chinese Society   Western Images of China

Course Description: The course will consider how the West has seen China since the sixteenth century, with focus on the People's Republic. It will aim to analyze what gives rise to images and their relationship with reality. It will take a historical and also topical approach to these images.

Course syllabus

Week 1:

a.   Explanation of the course, basic framework, discussion of the importance of the topic.

b.   Early history and early Jesuits

c.   Enlightenment Images of China

d.   Western Images during the Nineteenth Century

Week 2:

a.   Western Images of the Twentieth Century's First Half

b.   Western Images of PRC Politics and Foreign Policy from 1949 to 1971-72

c.   Western Images of PRC Politics and Foreign Policy from 1972 to 2000

d.   Western Images of PRC Politics and Foreign Policy in the Twenty-first Century

Week 3:

a.   Western Images of the Economy from 1949 to 2000

b.   Western Images of the Economy in the Twenty-first Century

c.   Western Images of PRC Society

d.   Western Images of the PRC's Ethnic Minorities

Week 4:

a.   Final lecture Conclusion; Summary and Significance of the Course

b.   2 hours group discussion of prearranged issues (to be announced later)

c.   2 hours group discussion of prearranged issues (same topics with a different group)

d.   Two hour examination.

No.: 15 - **ECTS**: 2 (32 h)   **Code**: CS2204   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **WEI Dedong** (Renmin University of China)

Chinese Society   ## Chinese Religion and Society in the 21st Century

Course Description: This course is one of the "China Studies Courses"of International Summer School.   Students who are interested in the topic of Contemporary Chinese religion and society in various disciplines are welcomes.

This course introduces the main achievements of empirical studies of Chinese religions in the 21st century. It discusses the most innovative aspects of contemporary Chinese Buddhism, Christianity, Islam, Daoism, and Confucianism. This course places emphasis on core concepts such as: church and state, philanthropy, socialization, spirituality, sinicization, modernization, globalization, ecology, communication, religious economy, gender, mental health, and the body.

This course advocates respect, understanding and various interpretations of all different religions. The attitude of "seeking truth from facts" is the basic requirement for joining this course.

Course syllabus
Chapter ONE

Introduction to the Course

Respect, Understanding and Interpretation: Approaches to Research Contemporary Religion

Eileen Barker:

1995 "The Scientific Study of Religion? You Must Be Joking!" Journal for the Scientific Study of Religion Vol. 34, No. 3 (Sep., 1995), pp. 287-310

Rodney Stark and Roger Finke:

2000 "Introduction: Atheism, Faith, and the Social Scientific Study of Religion" in Acts of Faith: Explaining the Human Side of Religion. pp. 1-26. University of California Press.

Chapter Two

The Key Concepts and Theoretical Paradigms in the Scientific Study of Religion

Mark C. TAYLOR(edited):

1998 Critical Terms for Religious Studies. The University of Chicago Press.

Grace Davie:

2007 "Chapter 1 Introduction: a critical agenda" and "part One: Theoretical perspectives" in The Sociology of Religion, pp. 1-132, SAGE Publications.

Dedong WEI, Zhifeng Zhong, editors:

2014 Sociology of Religion: a Rodney Stark Reader, Baylor University Press.

     Sociology of Religion: a David Martin Reader, Baylor University Press.

Chapter Three

Humanist Buddhism and its Challenges

WEI Dedong:

2019, "Chinese Buddhism: From Ancient to Present and Beyond" in Religioni e Società No.91.

Holmes Welch:

1967 The Practice of Chinese Buddhism, 1900-1950. Harvard University Press

1968 The Buddhist Revival in China. Harvard University Press

1972 Buddhism under Mao. Harvard University Press

Chapter Four

Modern Spread of Religion: Chan Summer Camp for Living Life

Fenggang Yang & Dedong Wei:

2005 "The Bailin Buddhist Temple: Thriving under Communism" in State, Market, and Religious in Chinese Society (edited by Fenggang Yang & Joseph B. Tamney), Brill Academic Publishers. Pp63-86

WEI Dedong:

2008 "The Cultural Experience of Chinese Buddhism Today" in Donald W. Mitchell's Buddhism: Introducing the Buddhist Experience. Oxford University Press. Pp236-244.

魏德东

2008 "当代中国宗教红市的发展——以生活禅夏令营为例",《宗教社会科学》第一辑,中国社会科学出版社。

Chapter Five

Religion and Ecology: the Wisdom Release Life of New York Buddhists

Wei Dedong:

2021 "A Syncretic Innovation in Chinese Buddhism: Animal Release Rituals in New York City",

in Chinese Environmental Ethics, Edited by Mayfair Yang, ROWMAN & LITTLEFIELD.

Ed. Mary Evelyn Tucker and Duncan Ryuken Williams：

1997 Buddhism and Ecology, Harvard University Press

魏德东

1998 《佛教的生态观》，北京：《中国社会科学》，1998.5.

Chapter Six

Buddhist Spiritual Care

ACPE. Prospective Students: Frequently Asked Questions.

https://acpe.edu/education/cpe_x005f_x005f_x005f_x005f_x005f_x005f_x005f_x005f_x005f_x005f_x005f_x005F_x005f_x005f_x005f_x005f students

魏德东：《汉传佛教的新探索——汉传佛教传教师制度的建立与实践》，《法音》，北京中国佛教协会，2017 年第 7 期，第 45-48 页。

振冠：《北美临床佛教宗教师概念综述》，《佛学研究》，2018 年第 2 期，第 86-93 页。

振冠：《北美临床佛教宗教师实践规范初探——伦理准则、法律依据与能力界限》，《佛学研究》，北京佛教研究所，2020 年第 1 期，第 316-339 页。

Chapter Seven

Sinicization of Christianity: A Case Study of Zhoukou, Henan Province

Nanlai Cao:

2011 Constructing China's Jerusalem: Christians, Power, and Place in Contemporary Wenzhou, Stanford University Press.

魏德东：

2016 《为宗教脱敏》，北京：民族出版社。

   《宗教的文化自觉》，北京：民族出版社。

李灵 魏德东主编（LI Ling & WEI Dedong eds.）：

2018 《基督教与当代中国道德建构》（Christianity and the Construction of Contemporary Chinese Morality），甘肃人民出版社。

Chapter Eight

The Role of Religious Values in Confronting COVID-19: Using Slogans to Inform the Public

Lim, L.; Loi

2015 "Evaluating slogan translation from the readers' perspective: A case study of Macao".

Babel.

Denton Jr, R. E.

1980 "The Rhetorical Function of Slogans: Classification and Characteristics". Communication Quarterly. 28 (2): 10–18. doi:10.1080/01463378009369362.

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No.: 16 - **ECTS**: 2 (32 h)   **Code**: CT2201   Course time: 14:00-15:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **CAI Yongqiang** (Renmin University of China)

Chinese Language Elementary Reading and Writing Chinese Course 1

Course Description: The Elementary Reading and Writing Chinese Course is a Chinese comprehensive course for beginners who can use Chinese for the simplest and limited communication. Through the study of this course, learners can get elementary Chinese communicative ability, use Chinese language to solve the basic problems in life and study. Specifically, learners can achieve the following objectives: (1) understand and master the most commonly used words and basic sentence patterns in elementary Chinese; (2) master the basic stroke, stroke order and basic structure of Chinese characters; (3) use Chinese language to solve the simple problems in daily life and Chinese study; (4) preliminarily understand the knowledge of Chinese culture related to Chinese communications.

Course syllabus

一 Make a self-introduction

二 How much is half a kilogram of bananas

三 Where is the bank of China

四 What's your plan for today （1）

五 What's your plan for today （2）

六 Are you busy this Sunday （1）

七 Are you busy this Sunday （2）

八 I eat at the school canteen （1）

九 I eat at the school canteen （2）

十 What would you like tea or coffee （1）

十一 What would you like tea or coffee （2）

十二 I have moved to a new place （1）

十三 I have moved to a new place （2）

十四 I want to give her a gift （1）

十五 I want to give her a gift （2）

十六 Review

No.: 17 - **ECTS**: 2 (32 h)   **Code**: CT2202   Course time: 16:00-17:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **CAI Yongqiang** (Renmin University of China)

Chinese Language   Elementary Reading and Writing Chinese Course 2

Course Description: The Elementary Reading and Writing Chinese Course is a Chinese comprehensive course for beginners who can use Chinese for the simplest and limited communication. Through the study of this course, learners can get elementary Chinese communicative ability, use Chinese language to solve the basic problems in life and study. Specifically, learners can achieve the following objectives: (1) understand and master the most commonly used words and basic sentence patterns in elementary Chinese; (2) master the basic stroke, stroke order and basic structure of Chinese characters; (3) use Chinese language to solve the simple problems in daily life and Chinese study; (4) preliminarily understand the knowledge of Chinese culture related to Chinese communications.

Course syllabus

一 Make a self-introduction

二 How much is half a kilogram of bananas

三 Where is the bank of China

四 What's your plan for today（1）

五 What's your plan for today（2）

六 Are you busy this Sunday（1）

七 Are you busy this Sunday（2）

八 I eat at the school canteen（1）

九 I eat at the school canteen（2）

十 What would you like tea or coffee（1）

十一 What would you like tea or coffee（2）

十二 I have moved to a new place（1）

十三 I have moved to a new place（2）

十四 I want to give her a gift（1）

十五 I want to give her a gift（2）

十六 Review

No.: 18 - **ECTS**: 2 (32 h)   **Code**: CT2203   Course time: 16:00-17:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **ZHANG Xin** (Renmin University of China)

Chinese Language   Elementary Listening and Speaking Course 1

Course Description: The Elementary Listening and Speaking Course is an Chinese skills course for beginners who can use Chinese for the simplest and limited communication. Through the study of this course, learners can understand simple Chinese expressions which are closely related to daily life, and can make simple oral communication with others on related topics. Specifically, learners can achieve the following objectives: (1) understand and master the most commonly used words and basic sentence patterns in elementary Chinese; (2) mastery of functional items and oral expressions related to primary oral communication, and be proficient in using them; (3) preliminary command of Chinese oral communication strategies and skills, and be able to use Chinese in language learning and daily life for simple oral communication.

Course syllabus

CHAPTER ONE: Talking about learning arrangements

   Lesson 9: What's the date today（1）

Lesson 10: I have class at 8 o'clock every day（2）

CHAPTER TWO: Talking about personal information and hobbies

   Lesson 12: I study Chinese in Beijing（1）

   Lesson 13: Do you like Chinese food or Western food（2）

CHAPTER THREE: Talking about accommodation

   Lesson 14: I've moved

CHAPTER FOUR: Talking about weekend plans

   Lesson 15: We went to Tianjin at the weekend

CHAPTER FIVE: Talking about personal ability

   Lesson 16: Can you teach English

CHAPTER SIX: Talking about daily schedule

   Lesson 18: We play pingpong for over an hour every day

CHAPTER SEVEN: Talking about weather

   Lesson 21: The highest temperature tomorrow will be 10 degrees

CHAPTER EIGHT: Talking about past experiences

   Lesson 23: Time files

No.: 19 - **ECTS**: 2 (32 h)   **Code**: CT2204   Course time: 14:00-15:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **ZHANG Xin** (Renmin University of China)

Chinese Language   Elementary Listening and Speaking Course 2

Course Description: The Elementary Listening and Speaking Course is an Chinese skills course for beginners who can use Chinese for the simplest and limited communication. Through the study of this course, learners can understand simple Chinese expressions which are closely related to daily life, and can make simple oral communication with others on related topics. Specifically, learners can achieve the following objectives: (1) understand and master the most commonly used words and basic sentence patterns in elementary Chinese; (2) mastery of functional items and oral expressions related to primary oral communication, and be proficient in using them; (3) preliminary command of Chinese oral communication strategies and skills, and be able to use Chinese in language learning and daily life for simple oral communication.

Course syllabus

CHAPTER ONE: Talking about learning arrangements

   Lesson 9: What's the date today （1）

Lesson 10: I have class at 8 o'clock every day （2）

CHAPTER TWO: Talking about personal information and hobbies

   Lesson 12: I study Chinese in Beijing （1）

   Lesson 13: Do you like Chinese food or Western food （2）

CHAPTER THREE: Talking about accommodation

   Lesson 14: I've moved

CHAPTER FOUR: Talking about weekend plans

   Lesson 15: We went to Tianjin at the weekend

CHAPTER FIVE: Talking about personal ability

   Lesson 16: Can you teach English

CHAPTER SIX: Talking about daily schedule

   Lesson 18: We play pingpong for over an hour every day

CHAPTER SEVEN: Talking about weather

   Lesson 21: The highest temperature tomorrow will be 10 degrees

CHAPTER EIGHT: Talking about past experiences

   Lesson 23: Time files

No.: 20 - **ECTS**: 2 (32 h)   **Code**: CT2205   Course time: 14:00-15:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **Pan Chenjing** (Renmin University of China)

<div align="center">Chinese Language   Intermediate Integrated Chinese 1</div>

Course Description: Intermediate Chinese comprehensive course is suitable for learning basic Chinese grammar, learning 2000-2500 commonly used words, having basic Chinese communicative competence, and learning in Chinese with individuals or familiar subjects communicating with others. With a total of 2 credits, a total of 32 school hours, students can learn the first 3 lessons of <developing Chinese intermediate comprehensive 1>.

Course syllabus
Week 1:Lesson1 The four seasons of Beijing

Week2: Lesson2 There is only one condition for renting a house

Week3: Lesson3 My war with my father

No.: 21 - **ECTS**: 2 (32 h)   **Code**: CT2206   Course time: 16:00-17:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **Pan Chenjing** (Renmin University of China)

Chinese Language   Intermediate Integrated Chinese 2

Course Description: Intermediate Chinese comprehensive course is suitable for learning basic Chinese grammar, learning 2000-2500 commonly used words, having basic Chinese communicative competence, and learning in Chinese with individuals or familiar subjects communicating with others. With a total of 2 credits, a total of 32 school hours, students can learn the first 3 lessons of <developing Chinese intermediate comprehensive 1>.

Course syllabus
Week 1:Lesson1 The four seasons of Beijing

Week2: Lesson2 There is only one condition for renting a house

Week3: Lesson3 My war with my father

No.: 22 - **ECTS**: 2 (32 h)   **Code**: CT2207   Course time: 16:00-17:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **Bai Ge** (Renmin University of China)

Chinese Language   Intermediate Listening and Speaking Chinese Course 1

Course Description: Intermediate Listening and Speaking Chinese Course is designed for Chinese language learners who have mastered at least 2,000 frequently used Chinese words and some basic knowledge of Chinese grammar. The contents of this course are based on everyday language used in modern Chinese social and cultural life. Several topics and communicative scenarios are carefully chosen to guide and motivate students to learn and use Chinese, and further to improve their listening and speaking skills. Specifically, through the study of the course, students are expected to achieve the following goals: 1) understanding and mastery of the most commonly used words and sentence patterns in intermediate-level Chinese; 2) accurate and proficient use of common functional items and oral expressions in certain communicative scenarios; 3) proper use of various oral Chinese communicative strategies and skills to confidently express oneself and deeply communicate with others in class, daily life, and other social activities.

Course syllabus

Lesson 1 THE FIRST DAY AT SCHOOL

    Text One: Is There a Place to Eat Nearby

    Text Two: What Is Your Plan

Lesson 2 WHEN IN ROME, DO AS ROMANS DO

    Text One: It Is Alright to Say It Wrong

    Text Two: Will It Work

Lesson 3 HOMETOWN

    Text One: Where Are You From

    Text Two: My Hometown

Lesson 4 LEAVE OR STAY

    Text One: Have You Thought About Working Here

Lesson 5 STUDENT CLUB

    Text One: I Want to Know More Chinese Students

    Text Two: Welcome to Our Club

Lesson 6 TREAT

    Text One: It's My Treat Today

    Text Two: Do You Have Takeout

Lesson 7 STUDY AND EXAMS

Text One: How Do You Study

Text Two: I Like Exams

Chinese Language   Intermediate Listening and Speaking Chinese Course 2

Course Description: Intermediate Listening and Speaking Chinese Course is designed for Chinese language learners who have mastered at least 2,000 frequently used Chinese words and some basic knowledge of Chinese grammar. The contents of this course are based on everyday language used in modern Chinese social and cultural life. Several topics and communicative scenarios are carefully chosen to guide and motivate students to learn and use Chinese, and further to improve their listening and speaking skills. Specifically, through the study of the course, students are expected to achieve the following goals: 1) understanding and mastery of the most commonly used words and sentence patterns in intermediate-level Chinese; 2) accurate and proficient use of common functional items and oral expressions in certain communicative scenarios; 3) proper use of various oral Chinese communicative strategies and skills to confidently express oneself and deeply communicate with others in class, daily life, and other social activities.

Course syllabus

Lesson 1 THE FIRST DAY AT SCHOOL

Text One: Is There a Place to Eat Nearby

Text Two: What Is Your Plan

Lesson 2 WHEN IN ROME, DO AS ROMANS DO

Text One: It Is Alright to Say It Wrong

Text Two: Will It Work

Lesson 3 HOMETOWN

Text One: Where Are You From

Text Two: My Hometown

Lesson 4 LEAVE OR STAY

Text One: Have You Thought About Working Here

Lesson 5 STUDENT CLUB

Text One: I Want to Know More Chinese Students

Text Two: Welcome to Our Club

Lesson 6 TREAT

Text One: It's My Treat Today

Text Two: Do You Have Takeout

Lesson 7 STUDY AND EXAMS

Text One: How Do You Study

Text Two: I Like Exams

No.: 24 - **ECTS**: 2 (32 h)   **Code**: CT2209   Course time: 16:00-17:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **Li Luxing** (RenMin University of China)

Chinese Language   Advanced Reading and Writing

Course Description: This course of advanced reading and writing, is designed for advanced Chinese learners. The contents of course will confine strictly to the subject about Chinese social and cultural life, and guide learners to learn and use contemporary Chinese through the specific topics and situations, and improve learners' abilities of reading and writing.

The learners will accomplish five goals with the study of this course: ① having a correct and genuine pronunciation; ② using the common sentence pattern to have a 'question-answer' talk clearly, accurately, and properly; ③ be skilful in using 2500 common words; ④ forming the ability of expressing with paragraph, discussing about some topics in the social life（for example, study and job, family life, and social focus, etc.）, and expressing or stating his/her own views; ⑤ understanding Chinese culture, and developing ability to live or work in China.

Course syllabus
1.WeChat and social communication

2.China is a developing country

3.A famous historical and cultural city - Beijing

4.The Imperial Palace

5.The Great Wall

6.Chinese mythology

7.Chinese family

8.Face/reputation

9.Food culture

10.Final exam

No.: 25 - **ECTS**: 2 (32 h)   **Code**: CT2210   Course time: 14:00-15:30

Timetable: 2022-07-11/12/13/14/15/16/18/19 + 07-20/21/22/23/25/26/27/28

Instructor: **Li Luxing** (RenMin University of China)

Chinese Language   Advanced Chinese listening and Speaking Course

Course Description: Through the study of this course, we can skillfully and flexibly use oral Chinese to meet the needs of life, study, various social activities and general work. Be able to communicate with people appropriately according to Chinese thinking habits on current affairs, news and social topics at home and abroad. The main content of the course is to train the ability to use language appropriately and express freely. It mainly involves various social topics and a certain range of work topics, such as negotiation, translation, public relations, etc. The teaching method is the combination of classroom learning (generalization, expansion, discussion, debate, etc.) and extracurricular language practice (visit, speech contest, interview, social investigation, discussion, etc.) as well as individual teaching, making full use of various traditional and advanced teaching methods.

Course syllabus
1.Teaching objects

Foreigners or overseas Chinese who come to China for short-term study (one month). Chinese proficiency in hsk5 or above, basic grasp of Chinese grammar project, with intermediate listening, speaking, reading and writing ability.

2.Teaching objectives

Through the study of this stage, students can master the learning needs of social communication and topic communication within a certain range.

3. Teaching requirements

In class, can actively participate in teaching activities, ask questions, express opinions; can strive to understand the teacher's questions and can answer more fluently; can be more fluent retelling, content is more complete.

4.Teaching content

In practical communication, they are able to have a general conversation on familiar topics; they are able to have a general negotiation; they are able to express themselves in advanced paragraphs; and they further extend the classroom to the social environment.

5.Class assignment

10.class hours per week.

No.: 26 - **ECTS**: 2 (32 h)   **Code**: IG2201   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **XIU Lin** (University of Minnesota)

Global Governance   Managing Human Resources Globally

Course Description: This course is about managing human resources globally that call for students' involvement in research and case discussions on human resource management in the international environment. IHRM is an important topic because the conduct of organizations is increasingly international in scope and managing human resources (e.g. staffing, training, managing and rewarding performance, etc.) is critical to the successful conduct of global organizations. The majority of the course discusses the IHRM issues faced by international organizations including government, non-profit organizations, and businesses. Through a systematic learning of these issues, this course also aims to strengthen participants' skills to prepare for a 'real' world. These skills include communication (i.e., creating a persuasive PowerPoint presentation), team work (i.e. working on a project with your team members), and advancing viewpoints persuasively (i.e., participating in class). A third objective of this course goes beyond the classroom. Through case studies and problem-solving exercises, participants will be better prepared to identify critical problems, evaluate various courses of action (and their repercussions), and defend their own decisions.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION：

1.1 Introduction to the course

1.2 Internalization of Businesses, Government Agencies and Non-profit Organizations

1.3 Internationalization of Human Resource Management

1.4 The Global Role of the HRM Professionals

Questions and assignment:

What is the impact of globalization on the management of its employees

CHAPTER TWO: Strategic International Human Resource Management

 2.1 Evolution of the Multinational Organizations

 2.2 IHRM Strategy

 2.3 International Orientation: Ethnocentrism, Polycentrism and Geocentrism

Questions and assignment:

What are the major difference between domestic and international HRM

CHAPTER THREE: DESIGN AND STRUCTURE OF THE MULTINATIONAL ORGANIZATION

3.1 The Basic Characteristics Associated with Different Organizational Cultures for the Conduct of International Organizations

3.2 The Design of Global Organizations

3.3 Use and Management of Cross-border Teams

Questions and assignment:

1. How important informal networks and relationships are in international HRM

2. What would you consider some of the biggest challenges facing international organizations

CHAPTER FOUR: COUNTRY AND ORGANIZATIONAL CULTURE AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT

4.1 The Nature and Importance of Culture

4.2 Country Culture versus Organizational Culture

4.3 Culture Convergence and/or Divergence

Questions and assignment:

What is the relationship between national and corporate culture make E.g. When must national culture override corporate culture and when can corporate culture take precedence

The first mini-paper Due: Who is your Global Villager Handout, Discussion, and Comparison Paper

CHAPTER FIVE: INTERNATIONAL EMPLOYMENT LAWS, LABOR STANDARDS, AND ETHICS

5.1   Institutional Legal context of International Organizations

5.2   Establishment of Labor standards by International Institutions

5.3   Ethics in International HRM

Activities: View TED Talk and Global Village Code of Conduct Discussion

CHAPTER SIX: INTERNATIONAL EMPLOYEE RELATIONS

 6.1 Evolution of International Labor Relations and Organizations

 6.2 The role of International Non-profit organizations in Labor Relations

Activities: Discussion on Chinese Acquisitions of US Companies

CHAPTER SEVEN: INTERNATIONAL WORKFORCE PLANNING AND STAFFING

 7.1 International Workforce Planning

 7.2 International Staffing

Activities: Case analysis on "Internationalization of a Local Manufacturer"

CHAPTER EIGHT: INTERNATIONAL RECRUITMENT, SELECTION AND REPATRIATION

 8.1 The International Recruitment Function

8.2 The International Selection function

8.3 Repatriation

The second mini-paper Due

1.   If you are given the opportunity in your next job to go on an extended foreign assignment, what types of support programs would you expect or ask for

2.   If you ever have the responsibility to select an associate for a foreign assignment, how would you go about doing that and what characteristics would you look for to ensure success Why

CHAPTER NINE: INTERNATIONAL TRAINING AND MANAGEMENT DEVELOPMENT

9.1 Cross-culture Preparation and International Assignees

9.2 Global Leadership Development

9.3 Global Mindset

Question and assignment:

How does one acquire a global mindset

CHAPTER TEN: INTERNATIONAL COMPENSATION, BENEFITS AND TAXES

10.1 International Assignees and Compensation and Benefits

10.2 Balance Sheet Approach

10.3 Tax Considerations

Questions and assignment:

1.   Discuss the main differences between the minimum pay regulations in China and one other country (e.g US, China, UK etc). How do these differences affect organizations' decision to establish oversea facilities worldwide

2.   Discuss the main differences between retirement systems in China and one other country (e.g US, China, UK etc). Does it appear that the cost of retirement programs are creating burdens for competitive advantages

CHAPTER ELEVEN: INTERNATIONAL EMPLOYEE PERFORMANCE MANAGEMENT

11.1 Standardization and Localization of the Performance Management System

11.2 Performance Management and International Assignees

Question and assignment:

How does the international character of the global organization impact the design of the performance management system

CHAPTER TWELVE: WELL-BEING OF THE INTERNATIONAL WORKFORCE

12.1 Well-being of the International Workforce

12.2 Health and Safety of International Assignees

The third mini-paper due.

What do you think would be good designs of an HR system in your "global villager" country for each of the six functional areas of HR (HR planning, staffing, selection, training, compensation and performance management) to encourage a happy and motivated workforce

No.: 27 - **ECTS**: 2 (32 h)   **Code**: IG2202   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Hossein Azadi** (Ghent University, Ghent, Belgium)

Global Governance ## Land Conflicts and Food Security

Course Description: Land underpins human activity and it usually plays important role during war and civil violence. Land is the object of competition in a number of potentially overlapping ways: as an economic asset, as a connection with identity and social legitimacy, and as political territory. Land-related issues contribute to many violent disputes around the world. Understanding the role land plays in the conflicts of many nations can help policymakers develop strategies to ease tensions among groups, limit conflict, and potentially avoid violence and the poverty trap that comes from cyclical violence. Failure to address these bedrock issues may increase the likelihood of conflict and perpetuate poverty. Competition over land and its resources is at the center of the nexus between land and conflict. Competition can occur between any number and type of identity groups, whether based on ethnicity, religion, class, gender, or generation. When such competition involves groups of people, rather than individuals, the risk of larger-scale violence increases. Some conflicts grow directly out of competition over land, but land is often not the sole cause of conflict; other factors, such as ethnic or religious tensions or political marginalization contribute to conflict. To address land-related conflicts, it is essential to correctly identify the roles played by land in the conflict. Here the main questions are "What factors create vulnerability to land conflict, heighten unproductive competition, and exacerbate tension?", "Are these factors the primary cause of conflict, or are there other contributing factors?" and "Is it helpful in this context to distinguish between land situations that create vulnerabilities to conflict and land trigger events?

Overall, land conflict is one of the major causes of food insecurity in the world, particularly in developing countries. Many studies reveal that conflict is the key driver of food crisis in the world and countries which are experiencing prolonged conflicts have the long-term hunger situations. The effects of these conflicts contribute to disrupting production, which will lead to displacement and loss of lives at the end. Food security exists when all people, at all times, have physical and economic access to sufficient, safe, and nutritious food that meets their dietary needs and food preferences for an active and healthy life. The term "food security" is used to describe food availability, access, and use at many levels, including the global, national, local, household, and intra household levels. Creating an environment conducive to agricultural growth and food security hinges upon prioritization of securing land and property rights of smallholders, investors, and other resource users. Today, a large proportion of the poor lack adequate and secure access to land and natural resources; global trends suggest that without adequate measures to respond to the growing demand for these assets, land conflicts is likely to become worse. Efforts to secure land and property rights in an effective and inclusive manner must rely on multi-stakeholder partnerships between government, private sector, and civil society actors, and must operate at all levels, from the local to the global. Therefore, this course will focus on identifying the relationship between land conflicts and food security and why land conflicts contribute to food insecurity.

<u>Course syllabus</u>
CHAPTER ONE: Understanding Land Conflicts and Food Security

1.1 Understanding Land-Related Conflict: Vulnerabilities and Triggers

1.2 The Concept of Food Security

1.3 Nexus between Land Conflicts and Food Insecurity

Questions and assignment:

1. How does conflict affect food security?

2. Why does conflict cause food insecurity?

3. How does land ownership affect food security?

CHAPTER TWO: Land Tenure and Food Security

2.1 Improving Food Security

2.2 Links between Tenure Security and Food Security

2.3 Global Trends Affecting Food Security through Increased Tenure Insecurity

2.4 Large-Scale Land Acquisition

2.5 Women, Land and Food Security

Questions and assignment:

1. What are the components of food security?

2. How does tenure security affects agricultural production?

3. How does gender inequality affect food security?

CHAPTER THREE: Land Grabbing and Its Impact on Food Security

3.1 Land Grabbing and Food Security Concept

3.2 Land Grabbing Undermine Food Security

3.3 Property Rights Protection

3.4 Seeking Land and Water

3.5 How Land Grabbing Can Exacerbate Climate Change

3.6 Food Security Under Climate Change

3.7 Vicious Circle among Climate Change, Food Security, and Land Grabbing

Questions and assignment:

1. How does land grabbing influence food security?

2. How does land ownership affect food security?

3. What environmental factors affect food security?

No.: 28 - **ECTS**: 2 (32 h)   **Code**: IG2203   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Lucia Coppolaro** (University of Padova)

Global Governance   Global economy in historical perspective: origin and development of globalization since XIX century

Course Description: This course introduces students to the origins of globalization and the evolution of the global economy since the mid-19th century, a period which saw a rapid growth in the size of trade, finance, migration and other forms of market integration. The course is organized chronologically and touches on three major periods: the first liberal era up to 1914; the interwar period and the disintegration of the world economy (1914-1939); and the post-World War II period and the contemporary reintegration of the global economy. For each period, the course examines major developments in trade and commercial policy, payments and monetary systems, capital movements and labour migration. Moreover, the course illustrates the arguments for and against globalization, its impact on inequalities and convergence at global level, and the historical lesson about losers and winners.

Course syllabus

1.   Introduction to the course and to the concept of globalization

2 The origin of the First Globalization (1870-1914) and of the first global divergence

3.   The First Globalization (1870-1914): migration, capital and trade

4.   The First Globalization (1870-1914): the monetary system of the gold standard

5.   The fall of the global liberal economy, the crisis of capitalism and the Great Depression (1914-1939)

6.   The Bretton Woods system and the reconstruction of the world economy (1944-1973)

7.   The end of Bretton Woods and the beginning of the second globalization wave

8.   South-East Asia and the second globalization wave: the great convergence

9.   Globalization and development: where does Africa stand in the global economy

10.   Multinational corporations in the global economy

11.   International institutions and the governance of the global economy: the IMF, GATT/WTO and the World Bank

12. Has globalization promoted inequalities

No.: 29 - **ECTS**: 2 (32 h)   **Code**: IG2204   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Carol Wise** (University of Southern California, Los Angeles, USA)

Global Governance The International Political Economy of Development

Course Description: This course analyzes the scholarship on international political economy (IPE), with an emphasis on the interaction of states and markets in a global context. With a focus on development and the IPE, the course will ask the following questions: Taking the international setting as a constant, what accounts for the varying choice of development strategies between states over time   Can empirical links be drawn between the pursuit of a given strategy and the highly differential political economic performance between states in the IPE   What light do longstanding conceptual debates shed on the nature of a given country's development strategy   The course will proceed with an overview of current debates about development patterns within the IPE; we will then explore the conceptual terrain, including such approaches as modern and neoclassical political economic analysis, sectoral arguments, and institutional-statist paradigms; the remainder of the course will be spent analyzing actual development paths, with particular attention paid to the explanatory frameworks advanced and the comparative outcomes witnessed between the "early" industrializers and those states that came much later to this game. Throughout the course, an overriding goal will be to inform our discussion through the integration of conceptual thinking about development with empirical analysis of the various international political and economic development trajectories that have emerged over time.

Course syllabus

Class 1: IPE and Development

Class 2: The Rise of the Rest

Class 3: Neoclassical Assumptions & Modern Political Economy

Class 4: Statist Approaches

Class 5: Economic Development & Late-Comers

Class 6: Poverty, Income Inequality and Development Aid

Class 7: International Trade in the 21st Century---a Developing Country Standpoint

Class 8: International Finance in the 21st Century---a Developing Country Standpoint

No.: 30 - **ECTS**: 2 (32 h)   **Code**: IG2205   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Henk Overbeek** (VU University Amsterdam)

Global Governance Great Power Rivalry in the Global Political Economy

Course Description: This course introduces the students to the foundations of 'international political economy' (IPE), a popular subdiscipline of International Relations. IPE deals with the political aspects of how the world economy functions and how it is governed. Global Political Economy, as IPE is also called, includes analysis of the political economy of international trade, international finance, North-South relations, multinational corporations, and great power hegemonic rivalry. It also examines the role of states, international and domestic institutions, and other factors in creating and/or managing conflicts and facilitating cooperation in the global political economy (GPE).

In this course we will concentrate on five key issue areas: trade, finance, production, development and governance. For each of these issue areas, we will cover both the general textbook treatment of the issue area as well as consider how China is situated in the global context and how China's relationship to the global system has developed over the past few decades.

The course will combine lectures with discussions and interim assignments, thus requiring students to participate actively.

Course syllabus
1.Introduction

2.Approaches to GPE

3.The History of the Global Political Economy

4.Current Trends in the Global Political Economy

5.The Global Trade System

6.Regional (Trade) Integration

7.The International Financial System

8.The International Role of the Renminbi

9.The Globalized Production System

10.The Internationalization of Chinese Corporations

11.Global Development

12.China and the Global South

13.The Rise of China

14.Multilateralism or Great Power Rivalry?

15.Global Governance

16.Review Session

No.: 31 - **ECTS**: 2 (32 h)   **Code**: IG2206   Course time: 14:00-17:30

Timetable: 2022-07-11/12/13/14/18/19/20/21

Instructor: **Kai Oppermann** (University of Sussex, UK)

<div align="center">Global Governance Foreign Policy Analysis</div>

Course Description: This course provides students with the analytical skills to critically investigate the foreign policies of different countries worldwide. The first part of the course will introduce the academic field of Foreign Policy Analysis (FPA) and familiarise students with its most important methods and theories. Specifically, the course will cover theoretical approaches on the international, state and individual level of analysis. It will unpack the process of foreign policy decision-making in order to identify the most significant actors and influences on different types of foreign policy decisions. The second part of the course will explore key issues in FPA. It will compare and contrast the foreign policies of different countries and discuss variations in the foreign policy outlook of small, middle and great powers. Also, it will look into some of the most pressing topics on the current foreign policy agenda in different issue areas. In discussing these topics, particular emphasis will be placed on theory-guided analysis. While the course takes a broad comparative perspective, it will zoom in particularly on understanding China's role in the world from different analytical perspectives.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION：

   1.1 Introduction to the course

   1.2 Foreign Policy Analysis: Introducing the Field

1.3 Key Concepts in Foreign Policy and International Relations

Questions and assignment:

1.   What is foreign policy analysis, and what is its relationship with the discipline of IR

2.   What is political about foreign policy

3.   Where is the state in IR and in FPA

CHAPTER TWO: Theoretical Approaches to Foreign Policy

   2.1 Levels of Analysis and the Agency-Structure problem in IR and FPA

2.2 Why Not (Neo-)Realist FPA Power Politics and Foreign Policy

2.3. Liberalism and the Second Image: The Domestic Constituents of Foreign Policy

2.4. Regime Type and Foreign Policy

2.5 The Domestic-International Nexus: Two-level Games and Beyond

2.6 Constructivist Foreign Policy Analysis

2.7 Bureaucratic Politics and Organisational Process

2.8 Cognitive and Social-Psychological Approaches

Questions and assignment:

1. Where is power located in FPA and what role does it play in foreign policy

2. What are the modern tools of foreign policy What do they mean for our understanding of power in IR

3. In what ways do domestic constituents shape the foreign policy of their governments

4. Is there such a thing as a 'democratic' or 'authoritarian' foreign policy Does regime type matter for explaining foreign policy, and why would it

5. Under what conditions is it likely that foreign policy making will be subject to bureaucratic politics

6. Does 'culture' and 'identity' influence foreign policy How should we understand these terms

7. Do foreign policy makers use societal norms to achieve their ends, or are they constrained by normative structures

8. What does a focus on psychological factors add to our understanding of foreign policy

9. Do leader's personalities matter

CHAPTER THREE: Comparative Case Studies: The Foreign Policies of Selected Countries

3.1 The Changing International Balance of Power

3.2 US Foreign Policy: A Declining Hegemon

3.3 China's Role in the International System

3.4 British Foreign Policy

3.5 Russian Foreign Policy

3.6 Indian Foreign Policy

Questions and assignment:

1. Are we still living in a unipolar world

2. How do rising powers challenge the international order

3. Use different theoretical perspectives to discuss China's changing role in the world.

4. Use concepts and approaches in Foreign Policy Analysis to compare and contrast the foreign policies of different countries.

5. How useful are the concepts in Foreign Policy Analysis to study foreign policy in the Global South

No.: 32 - **ECTS**: 2 (32 h)   **Code**: IG2207   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Chang Zhu** (Vrije Universiteit Brussel)

Global Governance   Educational leadership and educational innovations

Course Description: This course focuses on the connections between educational leadership and educational innovations. Students will explore leadership theories, the application of leadership styles in education and career development, and the role of leadership in educational innovations. Based on the principles of educational design and main learning theories, this course will also provide insights on how to apply learning theories and educational design in educational innovation practices. In addition, issues and trends concerned with educational leadership and innovations in global education will be introduced and discussed.

By the end of the course, students will improve their understanding of leadership theories, the differences in leadership styles and the characteristics and applications in educational innovations. Students will also develop their ability to design an educational project, learn how to develop leadership skills and educational competences to become a young leader and innovator in the trends of global education.

Course syllabus

Module 1 Introduction

Module 2 Leadership Theories

Module 3 Significance and Cases of Leadership Development

Module 4 Learning Theories

Module 5 Becoming an Instructional Designer

Module 6 Educational Innovations

Module 7 Innovation Applications in Educational Practices

Module 8 Becoming a Young Leader and Innovator in Global Education

No.: 33 - **ECTS**: 2 (32 h)   **Code**: IG2208   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **LI Ming** (San Francisco State University)

Global Governance International Finance

Course Description: The course introduces the international financial environment for corporate financial management and international investments. Topics include balance of payment, foreign exchange markets, international parity conditions, foreign exchange risk management and international financial markets. Traditional corporate finance functions such as investing decision, financing decision, and cost of capital are addressed in the international context. The objective is to obtain a basic understanding of the workings of international financial markets, the currency risk in international investing, and management of exchange risk exposure.

Course syllabus
1.   International Monetary System

2.   Balance of Payments

3.   Foreign Exchange Market

4.   International Parity Conditions

5.   Foreign Exchange Rate Determination and Forecasting

6.   Interest Rate and Currency Swaps

7.   Foreign Exchange Futures and Options

8.   Transaction Exposure

9.   Operating Exposure

10.   Translation Exposure

No.: 34 - **ECTS**: 2 (32 h)   **Code**: IG2209   Course time: 8:00-11:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Lex Zhao** (Kobe University)

Global Governance   Special Topics on International Economics

Course Description: Special Topics on International Economics introduces and teaches latest phenomenon of global economy, based on the theories and practices of international trade and international finance. We shall focus on the first part—international trade. If time permits, we will introduce some contents of international finance—open economy macroeconomics: the trade deficit, the exchange rate, the international monetary system, etc. We shall use the textbook and real life examples for the class.

Course syllabus
1.   The Global Economy: An Overview.

2.   Ricardo and Comparative Advantage

3.   International Trade and Gains from Trade

4.   The Heckscher-Ohlin-Samuelson Model

5.   The Ricardo-Viner Model

6.   Oligopoly and Trade

7.   Monopolistic Competition and Trade

8.   The Dixit-Stiglitz, Krugman Model

9.   The Melitz Model

10.   Open-Economy Macro (if time permits)

Global Governance   Cross-cultural Management and Leadership

Course Description: Cross-cultural management and leadership aims to explain management practices in different cultural context and background. It includes the influences of social culture and social institutions on managers/leaders and management practices as well as cultural orientations and preferences of managers and organizational members. With increasingly expanded globalization and international business, the interface and interplay of different cultures become a salient factor in the operation of business organization, and to a large extent, the determinants of the success of multinational corporations. At individual level, value, cognitive structure and style, personality all impact the attitude and behaviour employees in workplace; At organizational level, both the structure and management policies/practices are influenced, if not determined, by national cultures. This course takes perspectives of cultural psychology, sociology, and psychology and integrates research findings from related fields about cross-cultural management and leadership. This course attempts to provide students a comprehensive perspective in understanding and analysing organizational management issues across or inter cultures as well as characteristics of management practices in different cultures. The topics include the meaning of culture, cultural background of organization management, influences of national culture on management practices, communication, management and leadership in multi-national companies as well as different cultural context, competencies of global leadership. This course will employ lectures, classroom discussions, case studies, and team project to help students capture some knowledge and skills by providing students an interesting and enjoyable learning environment.

Course syllabus

Topic 1: Fundamentals of management and leadership

Topic 2: National culture: Frameworks and assessment

Topic 3: Managing across-cultures

Topic 4: Communicating across-cultures

Topic 5: Managing human resources across-cultures

Topic 6: Cross-cultural leadership

Topic 7: Cross-cultural and global competency

Topic 8: Review and conclusion

No.: 36 - **ECTS**: 2 (32 h)   **Code**: IG2211   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **GUAN Yanjun** (Durham University, United Kingdom)

Global Governance   International Human Resource Management

Course Description: This course provides a foundation for understanding the theory and practice of Cross-cultural Human Resource Management (HRM) under the global business context. It uncovers why Cross-cultural HRM is important for success in international business and how Cross-cultural HRM policies and practices function within the organizational context. This course covers the dynamic relations between national culture and HRM strategy, labour market and labour standards, communication, negotiation, leadership, organizational culture, labour standards, global talent management, and so on.

Course syllabus
Course Objectives

On successful completion of this module, students will be able to:

1. Identify and explain the cross-cultural issues facing the organizations in managing its human resources under global business environments.

2. Appreciate the implications of Cross-cultural HRM for both employers and employees in the global business environment.

3. Critically evaluate the Cross-cultural HRM strategies and practices in organizations.

4. Discuss the relevance and significance of Cross-cultural HRM in the global business environment.

COURSE SCHEDULE

Section One: Strategic Human Resource Management

Lecture 1. Globalization and Strategic Human Resource Management

Lecture 2. Strategic Human Resource Management: The Best-Practice Model Lecture 3. Strategic Human Resource Management: The Best-Fit Model

Lecture 4. Strategic Human Resource Management: The Resource-based Review

Section Two: Cross-cultural Management Theories and Practices

Lecture 5. Cross-cultural Communication and Negotiation

Lecture 6. Cross-cultural Leadership

Lecture 7. Cultural Differences in Organizational Structure and Culture

Section Three: Political and Legal Environments across Nations

Lecture 8. Labour Market and International Workforce Planning

Lecture 9. International Labour Relations

Lecture 10. Benefits and Pensions across Nations

Section Four: Global Talent Management

Lecture 11. Recruitment, Selection, and Repatriation

Lecture 12. International Training and Management Development

Lecture 13. International Employee Performance Management

Lecture 14. Comparative IHRM: Operating in Other Regions and Countries

Lecture 15. The IHRM Department and Professionalism

Lecture 16. The Future Trends of IHRM

No.: 37 - **ECTS**: 2 (32 h)   **Code**: IG2212   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Seyfi Kenan** (Marmara University)

Global Governance   Political Economy of the Middle East

Course Description: The political economy of the Middle East since last two centuries can be encapsulated in two stands: impact and reaction, or challenge and response. The impact, or challenge, was that industrializing countries in Europe expanded all over the globe in search of raw materials, markets and outlets for energy, capital and population while being quite determined to ensure that the rules of the economic system under which it operated were observed by the rest of the world. How did the Middle East in particular react, or respond to the challenges posed by European political and economic dominance? How was the political and economic situation prior to this great challenge? What are the current socio-political and economic underpinnings of the Middle East? Was, or is there any challenge to authoritarian rule or political Islam in the region? This course aims to explore key questions surrounding the political economy of the Middle East by equipping students with a critical perspective. By integrating empirical and theoretical review of the region, topics in this course will include state and regime structures, economic growth and structural change, education and labor markets, urban political economy, political Islam, regionalism and labor migration.

This course will enable students to analyze the political economy of the Middle East from a variety of different perspectives. It will also develop their communication skills by presenting and disseminating knowledge in written and oral forms, to classmates, instructors, and the wider academic community.

Course syllabus
I.Introduction: The Framework of the Course.

(Economic Growth and Structural Transformation, Social Actors, Defensive Modernization and Colonial Transformation)

  Reading: Richards, pp. 8-47,

    Issawi, pp.1-17.

II.Economic Growth and Structural Change.

Reading: Richards, pp. 45-77,

        Issawi, pp.194-210.

III.The Impact of Rapid Population Growth.

Reading: Richards, pp. 77-102,

        Issawi, pp.93-118.

IV.Health, Education and Labor Markets.

Reading: Richards, pp. 103-145,

V.The Emergence of Public Sector.

Reading: Richards, pp. 173-204,

      Issawi, pp.170-194.

VI.Contradictions of State-Led Growth.

Reading: Richards, pp. 205-222,

VII.Urban Political Economy

Reading: Richards, pp. 251-275,

      Issawi, pp.77-93.

VIII.Political Regimes: As They Are and As They View Themselves.

Reading: Richards, pp. 275-308,

IX.Solidarism and Its Enemies.

Reading: Richards, pp. 309-328,

      Issawi, pp.62-77.

X.The Military and The State.

Reading: Richards, pp. 329-345,

      Issawi, pp.150-170.

XI.Political Islam.

Reading: Richards, pp. 346-365

XII.Conclusive Remarks: Regionalism and Labor Migration.

Reading: Richards, pp. 366-399,

No.: 38 - **ECTS**: 2 (32 h)　　　　**Code**: IG2213　　　　　　Course time: 8:00-11:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Daniel Aragao** (Federal University of Bahia)

Global Governance　Critical Studies on Global Governance

Course Description: The course aims to provide students with the relevant conceptual and analytical debates on the critique of global governance. Deriving from other critical studies on liberalism, development and globalization, critical studies on global governance relates to current reflections on world politics and the challenges brought by neoliberal hegemony and global corporate power. The course is divided in four parts: a historic and conceptual analysis engaging with critiques; an understanding of the essential connection between global governance and neoliberalism with an emphasis on the normative changes; a study on the influence of transnational capital – corporations and their networks – on global governance, including avoiding responsibility; and, finally, case studies applying analysis and debates from previous classes.

The course should be of great interest to students of International Studies, Law, Marxism and other courses on politics and society.

Course syllabus
Each topic corresponds to two class days

1 – Global Governance and World Politics: the history and dilemmas of a concept

- Capital Accumulation, Industrial Change and Global Governance

- Globalization and Global Governance

- From International Regimes to Global Governance

- Approaches and Critiques of Global Governance

2 – Global Governance and Neoliberalism

- Market Civilization and Disciplinary Neoliberalism

- Actorness and Multistakeholderism

- Public-Private Partnerships

- The Sustainable Development Goals

3 – Transnational Corporations Influence in Global Governance

- Private Authority and Lex Mercatoria

- Financing Global Governance

- The World Social Forum, the United Nations Global Compact and Other Initiatives

- Corporate Responsibility and the Architecture of Impunity

4 – Global Governance Specific Case Studies

- Health

- Environment

- Land Grabbing

- Water

- (others...)

No.: 39 - **ECTS**: 2 (32 h)   **Code**: IO2202   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Sven Biscop** (Egmont-Royal Institute of International Relations)

International Organization   The European Union as a Global Strategic Actor

Course Description: This course deals with the emergence of the European Union (EU) as a global strategic actor in its own right. If the EU has long been a global actor in the field of aid and trade, it is increasingly becoming so in the fields of diplomacy and defence, which will be the focus of the course.

The conceptual framework for the course is the comprehensive approach to security, as expressed in the 2003 European Security Strategy (ESS), which can be considered the EU's mission statement, and the new EU Global Strategy for Foreign and Security Policy (EUGS), to be adopted in June 2016.

The course will situate the Union's strategic outlook in its political and conceptual context and will analyse its orientations. It will then critically examine the implementation of the ambitious objectives which the EU has set for itself.

Course syllabus

Session 1 – The Evolving Concept of Security

Session 2 – The European Security Strategy

Session 3 – The Future EU Global Strategy

Session 4 – The Institutional Mechanics of CFSP/CSDP

Session 5 – The European Neighbourhood Policy

Session 6 – Effective Multilateralism and the UN

Session 7 – CSDP: Operations and Capabilities

Session 8 – The Transatlantic Alliance and the US

No.: 40 - **ECTS**: 2 (32 h)   **Code**: SE2201   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **LIU Zhenya** (Renmin University of China)

Economics   # Hedge Fund and Its Strategies

Course Description: The course will introduce the main trading strategies used by hedge funds and provides a methodology to analyze them. It will cover individual equity markets (discretionary equity investing, short selling, quantitative equity strategies), tactical asset allocation across equity indices, currencies, fixed-income, and commodities (global macro investing, managed futures strategies), and relative-value arbitrage strategies (fixed income arbitrage, convertible bond arbitrage, event driven investments). In the lectures, the trading strategies are illustrated using real data and students learn to use "back-testing" to evaluate a strategy. The course also discusses how trading works, performance measurement, transaction costs and liquidity risk, optimal trading, margin requirements, risk management, and portfolio construction. Through a systematic treatment of these issues as well as a selection of case studies, this course aims at cultivating and enhancing the participants' skills of theorization and making them better prepared for further working in the hedge fund or asset management companies.

Course syllabus

1、Overview:

Introduction to hedge fund; trading strategies; understanding hedge funds and other smart money

2、Active Investment: （1）

Performance measures; finding and back-testing strategies; portfolio construction; risk management

3、Active Investment: （2）

Trading and financing a strategy

4、Equity strategies: Value Investing

Equity valuation; discretionary equity investing

5、Equity strategies: Rule-based Investing (1)

quant equity

6、Equity strategies：rule-based Investing (2)

Quant equity, continued

7、Global macro strategies:

Asset allocation and global macro investing

8、CTA strategies:

Managed futures investing

9、Arbitrage strategies:

Event driven investment

10、Conclusion:

Summary

No.: 41 - **ECTS**: 2 (32 h)   **Code**: SE2202   Course time: 18:00-21:30

Timetable: 2022-07-13/15/18/20/22/25/27/29

Instructor: **Liu Xin** (Renmin University of China)

Economics   Strategic Financial Decisions

Course Description: The aim of the module is to provide students with an appreciation of both internal and external business environment. Students will learn to analyse and interpret strategy using common business models. They will then apply these skills by using their analysis to carry out a valuation of an organization in different economic conditions and under differing scenarios.

The aim of this unit is to introduce students to:

•   the fundamentals of financial theory

•   the development of corporate and business strategy

•   the application of strategy in financial decision making

•   financial statement analysis

•   the rationale behind managing risk and uncertainty through financial analysis when implementing strategic choice

•   the processes, methods and models used in company valuations

Learning Outcomes

At the end of this module students will be able to:

•   explain the alternative methods of formulating strategy

•   undertake and interpret an environmental analysis to determine the opportunities and threats

•   implement an effective analysis module to determine organisation strengths and weaknesses and determine their fit to the external environment

•   critically evaluate a company's strategy

•   critically evaluate a company's financial position and its inherent value to new/existing shareholders.

•   analyse the performance and prospects of an organisation

Course syllabus
LECTURE 1: INTRODUCTION：

 • Corporate Strategy and its evolutions

 • Financial decisions

 • Decision makers

LECTURE 2: FINANCIAL STATEMENT ANALYSIS

• Ratio analysis

• Long-term financial planning

LECTURE 3: CAPITAL BUDGETING

• Investment criteria

• Making investment decisions

• Evaluating investment decisions

LECTURE 4: SRATEGIC ANALYSIS

• External analysis

• Internal analysis

• Competitive advantage

LECTURE 5: COST OF CAPITAL

• Cost of equity

• Cost of debt

• WACC

LECTURE 6: CAPITAL STRUCTURE

• The effect of leverage

• M&M theory

LECTURE 7 IRRATIONAL DECISION-MAKERS

 • Overconfidence

• Framing and mental accounting

• Heuristics

• Emotion, social force, Conformity

LECTURE 8 GROUP PRESENTATION

Economics   Behavioral Finance

Course Description: Conducted in English, this course is designed to inspire students to think the fundamental issue in finance---if the financial market is efficient and it allocates resources efficiently. Cutting edge behavioral finance theories will be introduced and various financial market anomalies will be discussed. Topics include: 1. The theories of traditional finance and behavioral finance, including the efficient market hypothesis, the capital asset pricing model, fundamental investment analysis and technical investment analysis, etc.; 2. Evidence on market anomalies and behavioral theories to explain those anomalies and crisis; 3. Theories on behavioral finance and typical behavioral biases in financial markets, including belief perseverance biases, information processing biases, and emotional biases, etc. Academic research papers and behavioral bias cases will be discussed in class. Students will also work on a term project to study how investors behavior cause market anomalies in Chinese and U.S. stock markets. Through those discussions and studies students will develop skills on oral and written presentations for financial issues, and improve critical thinking ability on traditional finance theories and models.

Course syllabus
Discussion Sequence: (subject to modification)

Class 1. Non-behavioral finance theory

Review fundamental finance theories, including time value of money concept, risk and return calculation, security market line and capital asset pricing model, etc. Get to know the characteristics and differences of fundamental investment analysis and technical investment analysis.

Class 2. Financial markets and EMH

Introduce the fundamentals of financial markets, including major investment vehicles, corporation's investment decision making and IPO process, brokers and dealers, important stock exchanges, and innovations in financial markets. Learn the concept, implications, and evidence of Efficient Market Hypothesis.

Class 3. Theories and evidence of Behavioral Finance

Explore recent market anomalies: recessions, bubbles, the mortgage crisis, and regulation changes, etc. Introduce cutting edge behavioral finance theories to explain those market anomalies and crisis. Topics include the prospect theory, Andrei Shleifer model of noise trading, Hirshleifer model and Subrahmanyam model of feedback trading, Nofsinger model and Chang model of herding, etc.

Class 4. Behavioral biases and market anomaly I

Study behavioral biases through academic literature review and financial market anomalies case discussion. Advices will also be provided on how to handle those biases in practice. This class mainly focuses on belief perseverance bias, including cognitive dissonance bias,

conservatism bias, confirmation bias, representativeness bias, illusion of control bias, and hindsight bias, etc.

Class 5. Behavioral biases and market anomaly II

Study behavioral biases through academic literature review and financial market anomalies case discussion. Advices will also be provided on how to handle those biases in practice. This class mainly focuses on information processing biases, including mental accounting bias, anchoring and adjustment bias, framing bias, availability bias, self-attribution bias, outcome bias, and recency bias, etc.

Class 6. Behavioral biases and market anomaly III

Study behavioral biases through academic literature review and financial market anomalies case discussion. Advices will also be provided on how to handle those biases in practice. This class mainly focuses on emotional biases, including loss aversion bias, overconfidence bias, self-control bias, status quo bias, endowment bias, regret aversion bias, affinity bias, etc.

Class 7. Term project discussion and presentation

Through real financial markets events, students will study and discuss market anomalies caused by investors behavior in Chinese and U.S. stock markets.

Class 8. Final Exam

No.: 43 - **ECTS**: 2 (32 h)   **Code**: SE2204   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Xinyu Li** (University of Groningen)

Economics   Experimental Economics for Financial Management

Course Description: This course is an introduction to Behavioral Economics and Finance. It focusses on the behavioral decision theory, behavioral game theory, and social preference, as well as its application to finance. During the lectures and discussions the students will be challenged to reflect on how human behaviors can be explained by behavioral economics and finance.

Course syllabus

Topic 1: Behavioral decision theory

• Decision under certainty

• Decision under uncertainty

• Decision over time

Topic 2: Behavioral game theory

• Beauty contest

• Public goods game

Topic 3: Social preference

• Other regarding preference

• Fairness

• Trust and cheating

Topic 4: Application to finance

• Overconfidence on investment and corporate decisions

• Equity premium puzzle

• Market bubbles

No.: 44 - **ECTS**: 2 (32 h)   **Code**: SE2205   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Helen Bao** (University of Cambridge)

Economics   Behavioural Economics and Housing Decisions

Course Description: Decisions that are made less frequently with limited experience are more prone to behavioural biases and heuristics. This is particularly true for housing decisions. It is, therefore, important to study the applications of behavioural science in housing decision making.

This course covers six important housing issues, that is, tenure decision, gentrification, place attachment, housing bubbles, housing wealth, and residential satisfaction. Using experimental and field data, the effects of six behavioural biases and heuristics (i.e., anchoring and reference dependence, loss aversion, mental accounting, endowment effect, herd behaviours, and social comparison) on these housing decisions will be discussed. A case approach is adopted by using a real case for each topic. Data sets and suggested answers are provided; information on econometric methods to analyse the case data is also included. The cases come from the UK, USA, and China. Background information is given in each case to facilitate the understanding of case data and question, as well as the discussion of results.

Course syllabus
1.   Lecture 1 Six Housing Questions

2.   Lecture 2 Behavioural Science Toolbox

3.   Lecture 3 Housing Provident Fund and Homeownership

4.   Lecture 4 Mega-events and Gentrification

5.   Lecture 5 Endowment Effect and House Price Determination

6.   Lecture 6 Market Sentiment and Housing Bubbles

7.   Lecture 7 Housing Wealth and Energy Consumption

8.   Lecture 8 Social Comparison and Residential Satisfaction

No.: 45 - **ECTS**: 2 (32 h)   **Code**: SE2206   Course time: 8:00-11:30

Timetable: 2022-07-13/15/18/20/22/25/27/29

Instructor: **Xuekui Zhang** (University of Victoria)

Economics   Machine Learning and Its Application in Risk Management

Course Description: Machine learning is a sub-field of both Computer Science and Statistical Science. The machines are a collection of statistical models with unknown parameters, and learning is the process of estimating the best values of model parameters from data. Statistical models give the computer system the ability to "learn" with data.

The most commonly used machine learning (or data science) programing languages are Python and R. In this course, we will provide the example codes in R. Students are strongly suggested to use R for course work, but other programming languages are allowed.

We will introduce various of machine learning methods, illustrate and compare them using data from a real-world risk management project.

This course requires intermediate programing skill and basic knowledges in statistics, so it is more suitable for senior undergraduate students or graduate students.

In computer labs, student will have hand on experience of applying the models taught in class to analyze real data from risk management projects.

After learning this course, students are expected to be able to revise the example codes provided in class, and use them to solve real-world problems. So the final exam is replaced by a course project.

Course syllabus
•   Introduction to machine learning

•   R language tutorial

Part I: Supervised learning:

•   Linear regression models

•   Bayesian methods

•   Classification: Logistic regression, LDA, QDA and KNN, Naïve Bayes

•   Model comparison and cross validation

•   Features selection for linear models: Step-wise approach and regularized approach

•   Classification: Decision trees

•   Nonlinear models for regression and classification

•   Neural network and deep learning

•   Multitask predictions

Part II: Unsupervised learning:

•   Clustering: K-Means, hierarchical clustering, mixture models

- Principle component analysis and dimension reduction

No.: 46 - **ECTS**: 2 (32 h)   **Code**: SE2207   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Michael GUO** (University of Durham)

Economics   # Financial Investment Analysis

Course Description: This module aims to:

•   develop students' knowledge and understanding of key issues in financial investment analysis at an advanced level;

•   provide students with the opportunity to develop the ability to critically understand current theoretical and empirical research in the complex field of financial investment analysis and stock selection;

•   provide students with the ability to critically review this specialized complex area of knowledge with a view to undertaking a dissertation in field of investment analysis and potentially future research work in this area

Course syllabus

1.   Overview of financial markets and instruments

To introduce major features of financial markets, market participants, financial securities and Investment process.

2.   Investment banking and investment companies

Investment Banks primarily help net suppliers of funds (e.g. households) transfer funds to net users of funds (e.g. businesses) at low cost with a maximum degree of efficiency. This section is set out to explore the operation of these type of financial firms.

3.   Technical analysis

To introduce the concept of technical trading; To provide bird's eye view of some of the techniques used by analysts; To review empirical evidence on the success of technical trading

4.   Fundamental valuation and analysis- Market Analysis

To discuss the effects of macroeconomic factors on stock returns; To discuss the roles of industry specific and firm specific factors on stock returns; To assess the empirical validity of the relationship between stock returns and macroeconomic factors

5.   Fundamental valuation and analysis- Industry Analysis

Industry analysis helps identify investment opportunities that have favourable return-risk characteristics. We aim to investigate following issues in this section 1)Do returns vary across industries during a specific time period? 2)Is industry performance stable over time? 3) Do all firms perform equally within an industry? 4) Are all industries equally risky?5) Does the risk of an industry remains constant?

6.   Fundamental valuation and analysis- Company Analysis

Company analysis is important because we need to know: 1) Which are the best companies within desirable industries? 2) Are their stocks over or under priced? 3)Are some stocks more valuable than others?

7.   Relative valuation investment strategies

Investors categorise risky assets into different styles and move funds among these styles depending on their relative performance.

8.   Accounting information and stock prices

To discuss what can we learn from accounting data that can help us in estimating the value of common stocks. To discuss the theories and evidence on the association between accounting information and stock returns.

9.   Analysts' forecasts and security returns

We aim to cover following issues 1) Major features of analysts' earnings per share (EPS) forecasts. 2) Should Analysts Forecast Accurately? 3) Analysts' recommendations and stock returns

No.: 47 - **ECTS**: 2 (32 h)   **Code**: SE2208   Course time: 18:00-21:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Jingnan Chen** (University of Exeter, United Kingdom)

Economics   # Experimental Methods

Course Description: This module offers an introduction to Experimental Economics and how it can be applied to the understanding of individual decision making and micro economic related issues. This module explains how to design and run economic experiments and how to analyze the collected data in order to evaluate and validate the associated behavioral hypothesis. Policy or managerial implication will also be considered. This module offers students the opportunity to develop their research skills, and to apply micro economic analysis and state of the art experimental tools (e.g., oTree) to up-to-date real world issues. In particular, the module aims to introduce students to issues and principles of experimental design, conduct and analysis across the areas which have been the main subject matter of experimental economics - markets, public goods, game theory and individual decision making. It will encourage students to consider the scope and limitations of 'laboratory' experiments in economics and to compare this research tool with others such as surveys and field experiments.

Course syllabus
Main topics may include:

• Introducing experimental economics: historical background; what experiments might (not) be good for; the relationship between experimental economics and behavioral economics; laboratory vs. the field; strengths and limitations.

• Experimental methodology: important issues in design; using treatments; control vs. realism; recruitment; incentives; priming and ethics.

• Experimental data analyses: descriptive statistics; non-parametric tests; parametric tests

• How to use oTree to program and run a simple online experiment: use oTree to program and run a simple two person trust game.

No.: 48 - **ECTS**: 2 (32 h)   **Code**: SE2209   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Martino Pelli,Ron Chan** (University of Sherbrooke,The University of Manchester)

Economics   # Recent advances in Environmental and Development Economics

Course Description: This course will focus on the cross-road between environmental and development economics, mostly from an empirical perspective. We will start with an introduction on the methodologies commonly used in impact evaluation. After introducing the methodologies, we will analyze the different explanations of why environmental quality is lower in developing countries with respect to developed countries. After this, we will move one to the consequences of these differences. The course will not use a textbook, but a variety of scientific articles that will be made accessible to undergraduate students. It will be important that students have some basic knowledge of econometrics and microeconomics. The first part of the course will be dedicated to a discussion of the impact evaluation methodologies that we will encounter in the scientific articles that we will read together.

Course syllabus

1.   Introduction

2.   Why are environmental and development economics related? (Greenstone and Jack, 2015)

3.   Introduction to Impact Evaluation

a.   Introduction

b.   The main problem of impact evaluation: the missing counter-factual

c.   Differences-in-Differences

d.   Propensity score matching

e.   Regression discontinuity

f.   Randomized control trials (RCT)

g.   Instrumental variables

4.   Poor people and the environment: valuation, wealth, and information (Kramer et al. 2011; Jalandhar and Somanathan, 2008)

5.   Global consequences of low environmental quality

a.   Climate change (Auffhammer, 2018)

b.   Trade and the environment (Copeland et al., 2021)

c.   Conflicts (Burke at al., 2015)

6.   Local consequences of low environmental quality

a.   Health and migration (Arceo et al., 2016 and others)

b.   Cognitive abilities (Ebenstein et al., 2016 and others)

c.   Labor market outcomes (Graff Zivin and Neidell, 2012 and others)

7.   Environmental justice (Banzhaf et al., 2019)

Economics   # From the Industrial revolution to the Modern Economic Growth

Course Description: RUC summer course 'From the Industrial Revolution to the Modern Economic Growth' provided by the School of Economics is recommended for all students, who are interested in economic history, world history, and, development studies. The Industrial Revolution is a significant historical event in human history with its strong and long-lasting repercussions still felt vividly in present human society. It led the human race to overcome the Malthusian Trap to achieve modern economic growth for the first time in human history. The history of the Industrial Revolution and the modern economic growth is an important subject in both economic history and development economics, the study of which offers great insights in the long-term economic development of human society and the evolution of modernization in general. On this subject, and from a perspective of economic and social history, this course will guide students through a wide range of latest theoretical and empirical findings, discuss the socio-economic evolution of the Industrial Revolution and its long-term impact and explore the nature of long-term economic growth.

Course syllabus

Introduction: the Industrial Revolution, the Great Divergence and the Modern Economic Growth

(1) Energy and the Industrial Revolution

(2) Population and the Industrial Revolution

(3) An Agricultural Revolution

(4) Industrial Enlightenment and Technological Change

(5) Institution, Transport and Industrial Revolution

(6) Industrious Revolution, Consumer Revolution and Economic Growth

(7) Measuring Long-term Economic Growth

(8) A glance of the Aftermath of the Industrial Revolution: from the "Needham puzzle" to the "Great Divergence" Debate

No.: 50 - **ECTS**: 2 (32 h)   **Code**: SE2211   Course time: 8:00-11:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Ruohan Wu** (University of North Georgia, United States)

Economics   # International Trade Theories & Applications

Course Description: This is an advanced course designed for those students who are interested in international economics, and ready to start their own academic research. The goal is to get the students familiar with the up-to-date literature and to equip them with sufficient workhorse models so that the students may proceed to do interesting research. The first part of the class will cover the standard models in trade and empirical applications of these models, including why countries trade and the welfare implications of trade. In particular, the Ricardian model of comparative advantage (revived by Eaton and Kortum 2002), Heckscher-Ohlin Model of factor abundance and general equilibrium implications of trade, and the self-selection vs. learning-by-exporting theories. In the second part of the class, we will start to apply theories into practices, and learn how to combine theories with real datasets, how to estimate productivity, and how productivity can be affected by international trade.

Course syllabus

A．Course Organization

Ideas and contents are always important, but in this class I will also emphasize the presentation and research skills. The in-class presentations will be completed by groups. The written project should be based on your individual research ideas. You should clearly outline a question, provide a brief review of the relevant literature, your contribution and solution strategy (a model or description of available data and empirical approach). You should talk to me before deciding on a topic for your written project.

For the first two weeks, I will give lectures on standard trade theories. I will also include one talk on presentation skills to get you ready for your task. In the next two weeks, we will get to the papers on more advanced topics. The course time will then be divided into my lecture, your presentation and discussions.

B．Course Readings

The papers that we will discuss and present in class are included in the list below. You are not expected to read thoroughly through all the papers on the list. They intend to serve as a useful starting point for your search for a research topic. It may be better for you to read some of the papers of your interest really carefully, and have a meaningful discussion in class.

Part I Trade Theories

1.   Ricardian Models of Trade

Dornbusch, R., S. Fisher and P. Samuelson, "Comparative Advantage, Trade, and Payments in a Ricardian Model with a Continuum of Goods", American Economic Review, 1977. (*)

Eaton, J. and S. Kortum, "Technology, Geography and Trade", Econometrica, 2002. (*)

Alvarez, F. and Lucas, R. Jr., "General Equilibrium Analysis of the Eaton-Kortum Model of International Trade", Journal of Monetary Economics, 2006. (*)

2.   Heckscher-Ohlin: Factor Endowment Models and Empirical Test

Courant, P. and A. Deardorff, "International Trade with Lumpy Countries", Journal of Political Economy, 1992. (*)

Davis, D., "Intra-Industry Trade: A Heckscher-Ohlin-Ricardo Approach", Journal of International Economics, 1995. (*)

Deardorff, A., "The General Validity of the Heckscher-Ohlin Theorem", American Economic Review, 1982.

Dornbusch, R., S. Fischer, and P. Samuelson, "Heckscher-Ohlin Trade Theory with a Continuum of Goods", Quarterly Journal of Economics, 1980.

Ethier, W., "Higher Dimensional Issues in Trade Theory", in R.W. Jones and P.B. Kenen, eds., Handbook of International Economics Vol. I, North-Holland, 131-184

Krishna, P., "The Factor Content of Bilateral Trade: An Empirical Test", Journal of Political Economy, 2004. (*)

Romalis, J. "Factor Proportions and the Structure of Commodity Trade", American Economic Review, 2004.

Trefler, D., "The Case of Missing Trade and Other Mysteries", American Economic Review, 1995. (*)

Part II Theory Applications

3.   Firm Structure, Heterogeneous Firms, and Trade

Alessandria, G. and H. Choi, "Do Sunk Costs of Exporting Matter for Net Export Dynamics?" Quarterly Journal of Economics, 2008.

Antras, P., "Incomplete Contracts and the Product Cycle", American Economic Review, 2005.

Antras, P. and Helpman "Global Sourcing", Journal of Political Economy, 2004. (*)

Atkeson, A. and A. Burstein, "Innovation, Firm Dynamics, and International Trade", Journal of Political Economy, 2010. (*)

Grossman, G. and E. Helpman, "Integration versus Outsourcing in Industry Equilibrium," Quarterly Journal of Economics 2002.

Ghironi, F. and M. Melitz, "International Trade and Macroeconomic Dynamics with Heterogeneous Firms", Quarterly Journal of Economics, 2005.

Helpman E., M. Melitz and S. Yeaple, "Exports vs. FDI with Heterogeneous Firms," American Economic Review, 2004.

Helpman, E., "Trade, FDI, and the Organization of Firms", Journal of Economic Literature, 2006.

Helpman, E., "A Simple Theory of International Trade and Multinational Corporations," Journal of Political Economy, 1984.

Melitz, M. "The Impact of Trade on Intra-Industry Reallocations and Aggregate Industry Productivity," Econometrica, 2003. (*)

Melitz, M. and G. Ottaviano. "Market Size, Trade, and Productivity", Review of Economic Studies (2008)

Manova, K. "Credit Constraints, Heterogeneous Firms and International Trade", Stanford, 2008. (*)

Nunn, N. "Relationship-specificity, Incomplete Contracts and the Pattern of Trade", Quarterly Journal of Economics, 2007.

Wu, R. and M. J. Miranda, "Exports, Investment and Production Growth: A Dynamic Heterogeneous Firm Model with Learning and Entry Costs", Journal of International Trade and Economic Development, 2015.

4.   Trade, Growth and Technology

Acemoglu, D. and J. Ventura, "The World Income Distribution", Quarterly Journal of Economics, 2002.

Eaton, J. and S. Kortum "Innovation, Diffusion and Trade", University of Minnesota

Feenstra, R. and G. Hanson, "Globalization, Outsourcing, and Wage Inequality," American Economic Review, 1996.

Feenstra, R. and G. Hanson, "The Impact of Outsourcing and High-Technology Capital on Wages: Estimates for the United States, 1979-1990" Quarterly Journal of Economics, 1999.

Grossman, G. and E. Helpman, "Product Development and International Trade", Journal of Political Economy 1989. (*)

Grossman, G. M. and E. Helpman, "Quality Ladders in the Theory of Growth", Review of Economic Studies, 1991 (*)

Grossman, G. and G. Maggi, "Diversity and Trade," American Economic Review, 2000.

Kraay, A. and J. Ventura, "Comparative Advantage and the Cross-section of Business Cycles", Journal of the European Economic Association, 2007.

Levinsohn, J. and A. Petrin, "Estimating Production Functions Using Inputs to Control for Unobservables", The Review of Economic Studies, 2003.

Olley G. and A. Pakes A. "The Dynamics of Productivity in the Telecommunications Equipment Industry", Econometrica, 1996.

Romalis, J. "Market Access, Openness and Growth.pdf," NBER 13048, 2007

Wacziarg, R. and J. S. Wallack, "Trade Liberalization and Intersectoral Labor Movements", Journal of International Economics, 2004.

Wu, R. and H. Shi, "Trade Liberalization and Exports Promotion: A Dynamic and Heterogeneous Analysis under the Case of Chile", Emerging Markets Finance and Trade, 2016.

Yeaple, S., "A Simple Model of Firm Heterogeneity, International Trade, and Wages,"
Journal of International Economics, 2004.

Yeaple, S., "A Simple Model of Firm Heterogeneity, International Trade, and Wages,"
Journal of International Economics, 2004.

Economics   # Why Nations Succeed: Frontiers in Development Economics

Course Description: This course provides a theoretical framework that emphasizes state capacity and government capacity in a market economy in an attempt to address the development problems in developing countries. It proposes a new paradigm for economic development. The following issues are discussed in-depth: 1) The essence of modern economic growth is the continuous innovation in technology and industrial upgrading, the continuous improvement of labor productivity, as well as the continuous improvement of hard infrastructure and soft institutional arrangements to reduce transaction costs, and enables economic transformation. 2) Provides a solid theoretical basis for the concept of "national competitiveness". The focus of national competitiveness theory is on how to improve the productivity and living standards of a country, while the theory of comparative advantage of trade is mainly about how to explain trade. 3) From the origin of the state, we discuss the government's five basic functions in economic development. 4) Good mechanism design is the basic guarantee of an efficient market economy system. The theory of mechanism design provides us with a solid theoretical basis in how the government carries out better system design. 5) The state is the key to curbing rent-seeking behavior and encouraging constructive entrepreneurship. Government and government officials with entrepreneurial spirit are the main driving force of economic development and effective institutional change. 6) Why the state can promote economic growth. Why the state is the driving force for institutional change.

Course syllabus

Lecture 1 The essence of modern economic growth: the role of industrialization

Lecture 2 National competitiveness and comparative advantage

Lecture 3 The role of the state in facilitating economic growth

Lecture 4 The effective state and mechanism design

Lecture 5 The effective state and entrepreneurship

Lecture 6 The effective state and institutional change.

No.: 52 - **ECTS**: 2 (32 h)   **Code**: SE2213   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Soichi Shinohara** (Kyoto Gakuen University)

Economics   ## Economics of Financial Crises and the Bubble Economies

Course Description: This course will introduce the history and classification of financial crises and bubbles, clarifying the feature and countermeasure of financial bubble and crises caused by excessive sovereign external debts, by excessive internal debts and by excessive bank credit. This course will also analyze some case of financial crisis in bubble economy.

Course syllabus

1.   Introduction

   Brief History of the Financial Crises and the Bubble Economies

   Theory of Bubble Distending and Bubble Bursting

   Long and Deep Recession

2.   Crises caused by Excessive Sovereign External Debts

   Loans to the Governments （excessive public debt）

   Sovereign Defaults

   Inflation and the Nose Dive of Exchange Rates

3.   Crises caused by Excessive Internal Debts

   Defaults of Internal Debts

   Inflation and the Inflation Taxes

   GDP prior to and posterior to the Crisis

4.   Crises caused by Excessive Bank Credit

   Capital Mobility and Financial Deregulations

   Influx of Capital and Asset Price Hike

   Credit Cycles

   GDP prior to and posterior to the Crisis

5.   Case Studies of Financial Crisis in the Bubble Economy

      Great Recession in 1930s

      Heisei Bubble of Japan in 1980s

      Asian Crises in 1990s

      Latin American Currency Crises in 1990s

      Lehman Shock (the Second Great Contraction) in 2000s

6.   Conclusion: What Did We Learn from the Past

Can We Predict Crisis

Can We Calm Down Bubble Economy

Can We Make Posterior Recession Softer and Shorter

No.: 53 - **ECTS**: 2 (32 h)   **Code**: SE2214   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Qiankun Zhou** (University: Louisiana State University（USA）)

Economics   # Econometric Analysis of Panel Data Models and Recent Developments

Course Description: The goal of the course is to expose students to a number of panel data econometric modelling techniques for applied econometrics. For each of the topics to be covered, the instructor will introduce the basic theoretical concepts as well applications for these methods. The material covered in this course could include econometric analysis of static panels, dynamic panels, as well as panel with cross-sectional dependence. Application using panels such as synthetic control method as well as generalized synthetic control method will also be discussed in this course.

Course syllabus

Ch 1: Panel Data Models with Strictly Exogenous Regressors

Lecture Notes (to be presented in class by instructor).

Hsiao, C., 2014, Analysis of Panel Data, Cambridge U. Press. Chapter 3

 Hausman, J.A. and W.E. Taylor, (1981), \Panel Data and Unobservable Individual E

ects", Econometrica, Vol. 49, pp. 1377-1398.

Ch2: Short T Dynamic Panel Data Models

Lecture Notes (to be presented in class by instructor).

Hsiao, C., 2014, Analysis of Panel Data, Cambridge U. Press. Chapter 4

Ch3: Large T Dynamic Panel Data Models

Lecture Notes (to be presented in class by instructor).

Hsiao, C., 2014, Analysis of Panel Data, Cambridge U. Press. Chapter 7

Ch4. Cross-Sectional Dependence in Panels

Ch5. Dynamic Panel Data Models with Heterogeneous Slopes (if time allowed)

Lecture Notes (to be presented in class by instructor).

Ch6. Treatment Estimation using Panel models

Synthetic control method

Panel data approach.

No.: 54 - **ECTS**: 2 (32 h)   **Code**: SE2215   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Yu Zhang** (Texas A&M University)

Economics   Food Market and Information Economics

Course Description: This course offers an in-depth experience of food market research through the applications of microeconomics, information economics, experimental and behavioural economics. The topics covered in this course include, supply and demand in food markets, market structures, food policies and welfare, marketing and business strategies (such as, pricing, product differentiation, advertising, merging & acquisition, etc.), and consumer market analysis.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION

1.1 Introduction to the course and the food markets

1.2 Supply and demand in food markets and demand elasticities

1.3 Food policies and welfare analysis

Questions and assignment:

1. Demand and supply analysis and elasticities calculation

2. Problems in policy and welfare analysis

3. Proposal of course project (can be conducted individually or in groups)

CHAPTER TWO: MARKETING AND BUSINESS STRATEGIES

2.1 Market structures and information

2.2 Business strategies (production, competition, merging & acquisition)

2.3 Marketing strategies (pricing, product differentiation, advertising)

Questions and assignment:

1. Case studies in marketing and business strategies

2. Confirming and conducting course project

CHAPTER THREE: CONSUMER MARKET ANALYSIS

3.1 Food market survey and analysis

3.2 The applications of behavioural and experimental economics in food markets

Questions and assignment:

1. Case studies in food markets

2. Completion of course project and paper

No.: 55 - **ECTS**: 2 (32 h)   **Code**: SE2216   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Luis Seco** (University of Toronto)

Economics   Fundamentals of Quantitative Investing

Course Description: In this course,we will give an introduction to the fundamental of quantitative investing.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION：

1.1 Introduction to investments: investment ideas

1.2 Creation of investment funds

1.3 Risks in investment funds

1.4 Costs, fees and the business of investing

Questions and assignment:

1.   Data gathering exercise. Download, store and organize data sets of stock indices, bond indices and hedge fund indices.

2.   Market structures: Eigenvalue decomposition of covariance matrices

CHAPTER TWO: Quantitative methods

2.1   Statistical description of investment performance

2.2   Portfolio theory

2.3   Non-gaussian regimes

2.4   Risk/performance metrics

Questions and assignment:

1.   Statistical analysis of index performance data

2.   Classification according to risk and return levels

CHAPTER THREE: Trading styles

3.1. Equity strategies

3.2．Convertible arbitrage

3.3. Fixed income arbitrage

3.4. Distressed

3.5. Macro investing

3.6. Commodity trading advisors

Questions and assignment:

1.   Optimization of convertible arbitrage trade

2.   Risk analysis of a levered equity trade

CHAPTER FOUR: Portfolio construction

4.1   Fund of funds

4.2   Managed accounts

4.3   Leveraged trades

4.4   Principal protected notes

4.5   Credit instruments

4.6   Portfolio construction

Questions and assignment:

1.   Capstone project: construct an optimal index portfolio

No.: 56 - **ECTS**: 2 (32 h)   **Code**: SE2217   Course time: 14:00-17:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Helmut MAIER** (Berlin School of Economics and Law)

Economics   # The Economic System of the Real World in the View of Statistics

Course Description: This course deals with the fundamental question whether there is an economic and financial system within the real world (equal natural world). Using German philosopher Hegel's approach (which reflects elements of Chinese philosophy of Daoism), observations, statistical and economic tools, it uncovers its features thus confirms its existence. In doing so it extends economics from man to the whole ecosystem of Earth including all species. Moreover, it shows its impact on   Official Statistics especially Leontief's input-output table including human material and biological production. Reflecting fundamental problems and phenomena of mankind in present (development of world population, aging of human societies, demographic change, poverty, financial crises, environmental issues, change of climate etc.) within this system, it uncovers different reasons and ways for solution within the natural system as known until now. It presents a proposal for a so-called "System of National Account 5.0" which includes material as well as social depreciations and future investments of domestic population, in order to monitor both economic and social development. Finally it imbeds ideas and results of this investigation into history of economic thought.

Course syllabus
Prologue: Global challenges of mankind in the 21st century

Introduction: Vision of an economic system within the natural system and how to uncover it

First part: Economic issues

- Uncovering a real means of payment, the dual structure of markets, and the transfer of real payments within dual markets in the real world

- Empiric confirmation of the dual structure of markets, mutual benefits, and real payments between representatives of different species including man within eight examples

- Uncovering basic economic features (concerning state, laws, population, economic aims, banks and central bank, taxes, subsidies, enterprises, customers, products, industries), and explaining the outstanding role of the real means of payment of the natural system compared with human money in man's economy.

- Uncovering the financial paradox of biological self-production of creatures and species and its solution within the natural system by an economic mechanism

- The input-output table of the ecosystem of Earth, its driving forces, and the dual faces of its total economic output

Second part: Socio-economic issues

- Leading indicators of the System of Populations Account SPA (compared with human System of National Account SNA), and the dual faces of social indicators of human society

- Explaining Hegel's overall picture of human production, Nature's cause of poverty, and Nature's solution of poverty by demographic change

- Explaining the phenomenon of crowding of world population by an economic mechanism

- Explaining migrations as the social dimension of the entropy law

- Explaining the phenomenon of aging of human societies by an economic mechanism

- Explaining change of climate, desertification, and extinction of species by economic mechanisms

Third part: Political issues

- On coverage of human money by the real means of payment of the natural system, financial crisis 2008, and the financial haircut in Greece 2012

- Health policy, the controlling system for public health of the natural system

- Proposal of a "System of National Account 5.0" for Official Statistics

- Sustainable development: Adapting man's behavior to the natural ecosystem or trusting on man's superior flexibility in present?

- Magic square of macro-economic and social goals and policies within the ecosystem of the natural world

Closing remarks: Imbedding economic issues into history of economic thoughts.

Note: All issues are collaterally enriched by questions and mini-tasks to enable self-control of the understanding by the participants. A special catalogue of question will be provided before final exam.

No.: 57 - **ECTS**: 2 (32 h)   **Code**: SE2218   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Mario Pezzino** (University of Manchester)

Economics   Topics in Health Economics

Course Description: The aim of this course is to introduce students to the basic concepts of business economics, focusing on the factors that influence the structure, conduct and performance of businesses at the industry level. At the end of this course students should be able to demonstrate their understanding: (i) of the structure, conduct and performance of industries and the neoclassical theory of the firm; (ii) of non-collusive models of oligopoly; (iii) of approaches to non-price competition.

Course syllabus

1、Introduction. Different Approaches to Competition.

2、Production, Demand and Profit Maximization

3、Perfect Competition and Monopoly

4、Oligopoly

5、Bertrand Competition and Edgeworth Model

6、Pricing

7、Product Differentiation

8、Advertising

9、Research and Development

10、Antitrust issues

11、Regulation

No.: 58 - **ECTS**: 2 (32 h)   **Code**: SE2219   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **MU Xiaoyi** (University of Dundee)

Economics   # Economic Regulation and Public Pricing

Course Description: This course will examine the rational for and methods of public pricing and regulation in market economy. The focus is on network industries. It draws upon recent theoretical and empirical advances in public economics and regulatory economics, and intends to provide students with an analytical framework for public policy analysis and a rigorous foundation for further study. Upon completion of this course, students should be able to:

1)   Understand the rational for public pricing and regulation in market economies;

2)   Familiarize with common public pricing and regulation instruments, understand their respective strength and weakness.

3)   Critically analyze recent developments in public pricing and regulation policies.

Course syllabus
Chapter 1 Theory of Natural Monopoly

Chapter 2 Rate-of-Return Regulation (i)

Chapter 3 Rate-of-Return Regulation (ii)

Chapter 4 Incentive Regulation

Chapter 5 Franchise Bidding

Chapter 6 Restructuring of Infrastructure Industries

Chapter 7 Regulation of Potentially Competitive Industries

No.: 59 - **ECTS**: 2 (32 h)   **Code**: SH2201   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Qiliang He** (Hong Kong Shue Yan University)

Humanities   Nonhuman Histories: Nature, Environment, and Agency

Course Description: At the dawn of the Anthropocene, historians across the globe are facing a new challenge: Histories written by humans are not necessarily those about humankind. Some historians have shifted their foci from "human" to "nonhuman" (including animate and inanimate things). That is the "nonhuman turn" in academia. This course is designed to familiarize the students with this new academic trend by examining the intricate relationship between human beings and the environment and by exploring nonhuman actors in history. It underscores nonhuman actors' agency—namely, their capacity to bring about historical transformations. The students are expected to read and analyze classical works on histories of environment and science to lend new perspectives on nonhuman factors to their own research.

Course syllabus
Lecture 1 and 2 "Guns, Germs, and Steel: Environment Determinism?"

This lesson explores the environmental, geological, and geographical factors behind human civilizations and their encounters since prehistorical times.

Lecture 3 and 4: "Chicago and Its Hinterland"

This lesson examines the relationships between the urban and the rural and between the first nature and the second nature in the mid-19th century when Chicago rose to prominence as a metropolitan in the Midwest. The research signals a paradigm change from socioeconomic history to ecological and environmental history.

Lecture 5 and 6: "Capitalist and Fascist Pigs"

This lecture investigates the role of livestock in shaping the modern world in different contexts, the capitalist and the Fascist.

Lecture 7: "Egyptian Mosquitos"

This lesson focuses on the role of living creatures (e.g. mosquitos) in affecting the Europeans' colonizing project in a non-Western world.

Lecture 8: "The Empire's Trees"

This lecture examines the rise of modern "scientific" forestry in Europe and the afforestation movements in the British colonies in the world before WWII.

Lecture 9: "Women and Nature"

This lecture discusses the relationship between women and nature in the Euro-American tradition since the Renaissance. It also outlines feminist theories developed in the past one hundred years.

Lecture 10: "Social Theories in History: The Nonhuman Turn"

The lesson introduces a series of approaches of doing history in the Euro-American world, from the Marxist, to the Constructionist, to the post-colonial/modernist, and to the nonhuman.

No.: 60 - **ECTS**: 2 (32 h)   **Code**: SH2202   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Jalh Dulanto** (Catholic University of Peru)

Humanities   Ancient Civilizations of Andes

Course Description: This course is lecture series on the archaeology of the Central Andes. Teaching content focus on cultural and environmental adaptation, dome stication of animals and crops. Discuss the development of the social complicaty, the formation of etiquette system, and the characteristics of the ancient civilization of Andes. Illustrates the dynamic mechanism of the formation of the Inca Empire and governance system.

Course syllabus
CHAPTER ONE: The Andean world at the time of the Spanish conquest.

A brief history of Andean archaeology. Central Andean chronologies. Central Andean environments.

CHAPTER TWO: The Early Preceramic Period.

Late Pleistocene and Early Holocene environments and early human adaptations in the Central Andes.

CHAPTER THREE: The Middle Preceramic Period.

Plant and animal domestication. The emergence of agriculture and sedentary life in the Central Andes.

CHAPTER FOUR: : The Late Preceramic Period and the Initial Period.

Early ceremonial centers and the emergence of social complexity in the Central Andes.

CHAPTER FIVE: The Early Horizon.

The Chavín cult and the expansion and intensification of local, regional and interregional exchange networks.

CHAPTER SIX: The Early Intermediate Period and Middle Horizon.

Early expansive states and the first empires in the Central Andes.

CHAPTER SEVEN: The Late Intermediate Period.

Late Pre-Hispanic regional kingdoms across the Central Andes.

CHAPTER EIGHT: The Late Horizon: The Inka Empire.

Origins, consolidation and expansion of the largest empire in the Americas.

No.: 61 - **ECTS**: 2 (32 h)   **Code**: SH2203   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Lia Wei** (Institut National des Langues et Civilisations Orientales (INALCO))

Humanities   # History of Sinology

Course Description: This course is an introduction to the study of East Asian art in the West, with a focus on China. This is an exercise in the anthropology of art, where an historiography of Chinese art history is proposed, departing from the birth of sinology, and evolving towards several research directions. Different categories of visual and material culture are addressed, in the way they have been dealt with by historians of religions, archaeologists, art hisrtorians and anthropologists as well as museum professionals and heritage experts. The students will become familiar with representative authors and publications from each of these disciplinary backgrounds, and learn how to distinguish methodological and theoretical traditions.

Course syllabus
1. INTRODUCTION: FROM SINOLOGY TO AREA STUDIES

2.RELIGIOUS ARTS OF ASIA

3.ARCHAEOLOGY A: DIFFUSIONISM AND THE QUESTION OF FRONTIERS

4.ARCHAEOLOGY B: A COMPARATIVE APPROACH TO EMPIRES

5. ANTHROPOLOGY OF TECHNIQUE: CRAFT AND ARCHITECTURE

6.LITERATI CULTURE : VISUAL ARTS

8.LOOKING AT THE PAST: FROM ANTIQUARIANISM TO HERITAGE STUDIES

9.MODERN AND CONTEMPORARY ART

No.: 62 - **ECTS**: 2 (32 h)   **Code**: SH2204   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Seyfi Kenan** (Marmara University)

Humanities   Introduction to Islamic Culture and Civilization

Course Description: This course offers a general survey of Islamic culture and civilization from its rise in the 7th century in Arabian Peninsula to the present. Students will be exposed to the basic beliefs and practices of Muslims, i.e. development of Islamic thought, sufism, philosophy, arts, and sciences, and discuss the major representatives of these religious and intellectual sciences from early Sufis to Muslim philosophers, theologians, and scientists.

The early history of Islam will be reviewed along its formative period briefly discussing of Muslim sultanates from the Umayyads and the Abbasids to the Safavids and the Ottomans.

The last section of the course will focus on modern Islam and how the Muslim world grappled with the challenge of modernism. This discussion will prepare students for a better understanding of current trends, both intellectual and political, that exist in today's Muslim world. In this context, the major religious movements, educational trends, modernism/reformism, and 'fundamentalism' will be analyzed in greater detail.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION：

I.   Introduction: The Question of How to Study Other Cultures and Civilizations. (Also Preliminary Remarks on the Islamic World: Present Geography, Early History of Islam)

Reading:

H.A.R. Gibb, Mohammedanism (pp.1-60, 113-132)

II.The Islamic Religion and Its Principles.

Reading:

William Chittick and Sachiko Murata, Vision of Islam (pp. 35-45)

Frithjof Schuon, Understanding Islam (pp.43-87)

III.Islamic Law: Religion, and Schools of Law.

Reading:

William Chittick and Sachiko Murata, Vision of Islam (pp. 164-184)

H.A.R. Gibb & H. Bowen, Islamic Society and the West (pp.19-25)

IV.The Spiritual Path: Sufism (tasawwuf) and Non-Muslim Communities.

Reading:

Frithjof Schuon, Understanding Islam (pp.106-159)

J. Berkey, The Formation of Islam (pp.152-175).

V.Islamic Theology and Philosophy.

Reading:

William Chittick and Sachiko Murata, Vision of Islam (pp.47-158, 236-262)

VI.Islamic Political Thought.

W. Montgomery Watt, Islamic Political Thought (pp.3-20, 90-99, 116-135)

VII.The Sense of Beauty: Principles and Applications of Islamic Art.

Oleg Grabar, The Formation of Islamic Art (pp.72-178)

VIII.Study of the Book of Nature: Islamic Science and Its Historical Achievements.

Reading:

Donald R. Hill, Islamic Science and Engineering (pp.1-32)

George Saliba, The Islamic Science and the Making of European Renaissance (pp.1-73)

IX.Islam and the West (Points of Interaction)

Reading:

G. Makdisi, The Rise of Colleges: Institutions of Learning in Islam and the West (pp.224-292).

Donald R. Hill, Islamic Science and Engineering (pp.220-236)

X.The Dawn of a New Era: Islam in the Modern World –18th Century to the Present.

Reading:

Fazlur Rahman, Islam and Modernity: Transformation of an Intellectual Tradition (pp.1-84)

XI.The Present Situation: Contemporary Schools of Thought, Religious Movements and Educational Modernization in the Muslim World.

Reading:

Fazlur Rahman, Islam and Modernity: Transformation of an Intellectual Tradition (pp.85-162)

XII.Conclusive Remarks: Contemporary Issues such as Orientalism, Jihad, Islamophobia and How Religions Turn Violent.

Reading:

John Esposite, Unholy War (pp.26-70)

Qamaru'l-Huda, Peace and Conflict Resolution in Islam (pp.73-92)

No.: 63 - **ECTS**: 2 (32 h)   **Code**: SH2205   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Thomas Buoye** (The University of Tulsa)

Humanities   ## The History of Sino-American Relations from the Wangxia Treaty to the Shanghai Communique

Course Description: This course will examine various aspects of the historical, cultural, political, and economic background of Sino-American relations from the Wangxia Treaty to the Shanghai Communique. In addition to providing historical context for understanding US-China relations, the course will also examine several specific topics including, the impact of foreign imperialism in China, Chinese immigration to the US, and Sino-American diplomatic relations from the Treaty of Wangxia to the Shanghai Communique. The course will combine historical readings, primary historical documents, and on-line resources to explore important topics in US-China relations.

Course syllabus
PART ONE: Historical Background Sino-American Relations:

 1.1 (Day 1) High Tide of Foreign Imperialism

 1.2 (Day 2) World War and its Aftermath in Asia

 1.3(Day 3) Sino-American Rapprochement, 1972

Questions and assignment:

1. What was the nature of Sino-American relations during the late Qing dynasty?

2. How did Sino-American relations change prior to 1949?

3. What factors contributed to the Sino-American Rapprochement in 1972

PART TWO: Americans in China, Missionaries, Merchants, and Military

 2.1 (Day 4) Chinese Reactions to Christian Missionaries

 2.2 (Day 5) American Economic Interests in China

2.3 (Day 6) Sino-American Relations during the War of Resistance against Japan

Questions and assignment:

1. What roles and influences did Americans have in Republican China?

2. How did Sino-American interests converge or diverge from 1912-1949?

PART THREE: Chinese in America:

 3.1 (Day 7) History of Chinese Immigration to the United States

3.2 (Day 8) The Chinese Exclusion Act

Questions and assignment:

1. What forces drove Chinese migration to the United States?

2. What the factors that lead the Chinese Exclusion Act?

Humanities   # Appreciating and Writing Poetry in English

Course Description: Everyone is welcome to take this class. No knowledge or experience in poetry is needed. The class will provide all the needed information. Students will learn about English poetry and create their own beautiful poems with the professor's guidance and support. Students will learn to express their own ideas and emotions in the beautiful forms of poems and improve their ability and confidence in English communication.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION： WHAT IS A POEM?

1.1 Introduction to the course

1.2 Techniques of Poetry

1.3 Effects of Poetry

Questions and assignment:

1. What is the purpose and value of poetry?

2. What is the history of English poetry?

3. What is English poetry today?

CHAPTER TWO: FORMS OF POEMS

2.1 Historical forms of poems

2.2 Modern forms of poems

2.3 What are the relationships among the form, content, meaning, creation, and reception of poems?

Questions and assignment:

1. What do we learn about the histories and values of Anglophone nations by understanding and appreciating English poetry?

2. How has English poetry changed over time and why?

CHAPTER THREE: WRITING YOUR OWN POEMS

3.1 How can writing poetry be socially beneficially?

3.2 How can writing poetry benefit the individual?

3.3 How does poetry bring us together?

Questions and assignment:

1. The professor will teach you to write your own poems in various forms

2. Assignments will develop your appreciation and understanding of English poetry

Humanities   Interpersonal Communication in Cross-cultural Context

Course Description: This course introduces theory and practice in interpersonal communication in cross-cultural context. Topics include verbal and nonverbal communication, perception and self-perception, listening, emotions, relationship development, conflict management. Focus is on the development of an understanding of fundamental interpersonal dynamics and basic skills from cross-cultural communication perspectives.

Course syllabus
Monday, July 4, 08:00-11:30 a.m.

1.Reading: Chapter One

Discussion Topic: Interpersonal communication process and communication competence

2.Reading: Chapter Three

Discussion Topic: Cultural inferences on self-concept, identity management and self-disclosure

Wednesday, July 6, 08:00-11:30 a.m.

1.Reading: Chapter Four

Discussion Topic: Perception process, perception tendencies, and perception under cultural and other inferences

2.Exam One (covering Chapters 1, 3 & 4)

Discussion on application log assignment

Friday, July 8, 08:00-11:30 a.m.

1.Reading: Chapter Two

Discussion Topic: Interpersonal communication in a changing world—culture and social networking

2.Reading: Chapter Five

Discussion Topic: The nature of language, the impact of language, and gender as well as cultural differences in the use of language

Monday, July 11, 08:00-11:30 a.m.

1.Reading: Chapter Six

Discussion Topic: Nonverbal communication—characteristics, functions, types, and its cultural influences

2.Exam Two (covering Chapters 2, 5 & 6)

Discussion on application logs

The first two application logs are due

Wednesday, July 13, 08:00-11:30 a.m.

1.Reading: Chapter Seven

Discussion Topic: Effective listening—components, types, challenges and cultural influences

2.Reading: Chapter Eight

Discussion Topic: Cultural and other influences on emotional expression, improving emotional expression, and managing difficult emotions

Friday, July 15, 08:00-11:30 a.m.

1.Reading: Chapter Ten

Discussion Topic: Communication with friends and family, and cross-cultural consideration in intimate relationships

2.Exam Three (covering Chapters 7, 8 & 10)

Discussion on application logs

The second two application logs are due

Monday, July 18, 08:00-11:30 a.m.

1.Reading: Chapter Nine

Discussion Topic: Dynamics of interpersonal relationships—formation, improvement, repair, and consideration of cultural differences

2.Reading: Chapter Eleven

Discussion Topic: Managing conflict—culture and gender as important variables in conflict styles and conflict management

Wednesday, July 20, 08:00-11:30 a.m.

1.Reading: Chapter Twelve

Discussion Topic: Communication climate—creating positive ones and transforming negative ones

2.Exam Four (covering Chapters 9, 11 & 12)

The third two application logs are due

No.: 66 - **ECTS**: 2 (32 h)   **Code**: SH2208   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **ZHANG Lei** (Renmin University of China)

Humanities   **Introduction to Asian American Studies: Immigration, History, and Culture**

Course Description: Asian immigration to the United States is essential to the building of the United States as a nation. According to the recent U.S. Census, Asian Americans are now the fastest-growing minority population, with Asian immigrants and refugees constituting half of the immigrant population in the United States. Focusing on the intersection between the politics of cultural representation and the history of Asian migration to the U.S., this course explores Asian America through a myriad of literary, cultural and scholarly works.

Roughly chronological, this course focuses on critical historic moments and examines both scholarly reflections about and creative products that have emerged from these histories. Asian American history and Asian American culture share a symbiotic relationship in which aesthetic and creative works are inseparable from the politics in Asian American historical experiences. We will start with the Asian exclusion era and explore the important concepts of race, gender, labor, and class that have shaped this term from the late 19th-century onward. We will then examine the role of war and empire in driving the Asian refugee resettlement in the latter half of the 20th century. We will end the course with more contemporary issues of how Asian American experiences are related to the 9/11 terrorist attacks, undocumented immigration, and the current global pandemic.

Course syllabus
Lecture and seminar 1 Orientalism and Asian America

Lecture:

Course Intro

Who are Asian Americans?

What is Orientalism? Why does it matter for Asian America?

Discussion:

Orientalism and the formation of Asian America

Lecture and seminar 2 The Era of Asian Exclusion in the United States

Lecture:

The making of the Chinese Exclusion Act 1882

The legal history of Asian exclusion

Angel Island

Discussion:

Why do we say that race is a social construct?

Read Angel Island Poems

Lecture and seminar 3 Asian Americans after Pearl Harbor and the Korean War

Lecture:

The Incarceration of Japanese Americans and the experience of Japanese American Internees

The experience of Korean adoptees

Discussion:

Read and discuss No-No Boy (Excerpt)

Lecture and seminar 4 Asian Americans and the Cold War

Lecture:

The Birth of Model Minority

The 1965 Immigration Reform

Discussion: what is wrong with being labeled as a model minority?

Lecture and seminar 5: Vietnam War and Asian American Memories

Lecture:

American memories of Vietnam War

Experiences of Southeast Asian Refugees

What is critical refugee studies?

Discussion:

　　　　How should Asian Americans commemorate war experiences?

Lecture and seminar 6: Asian American Movements

Lecture:

　　　　Civil Rights Movements

　　　　From "Orientals" to "Asian Americans"

　　　　The Birth of Ethnic Studies

　　　　Asian American Movements and the connections with China

Discussion:

　　　　Promises and Perils of ethnic movements

Lecture and seminar 7: Perpetual Foreigners? Asian Americans and the 911 Terrorist Attacks

Lecture:

　　　　Impact of 9/11 Terrorist attacks on Asian Americans and racial profiling

　　　　The cases of Wen-ho Lee and Vincent Chin

Undocumented Asian Americans

Discussion:

Why do histories of racism and xenophobia repeat themselves?

Lecture and seminar 8: Asians Americans in the Global Pandemic and Course Conclusion

Lecture:

The rise of Sinophobia and Anti-Asian racism.

Course summary

Student Presentations

No.: 67 - **ECTS**: 2 (32 h)   **Code**: SH2209   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Juiching Wallace Chen** (Graduate School of Translation, Interpretation, and Language Education, Middlebury Institute of International Studies at Monterey)

Humanities   ## Corpus-assisted English Learning and Bilingual Knowledge Management

Course Description: This course aims to utilize computer corpora to enhance students' understanding in English language, collocation patterns, translation skills, knowledge management, features of translated texts, and corpus-building technology. Materials to be used include monolingual and bilingual corpora, as well as commercial and do-it-yourself corpora. A wide variety of online language tools are introduced in the course to help develop students' writing skills, reading comprehension, translation strategy, corpus-building capabilities, and management of domain-specific linguistic knowledge. The course guides the students to explore linguistic and translational patterns by using online corpus tools designed to provide new insights into language learning and development of translation skills. The course is delivered through lectures, group hands-on activities, peer critiques, and collective corpus-building exercises.

Course syllabus

1. Corpora and Corpus Linguistics: An Introduction

2. Corpora and Lexical Patterns in English

3. Corpora, English Collocation, and Knowledge Management

4. Corpora and Semantic Prosody

5. Typology of Translation Corpora

6. Commercial and Online Translation Corpora

7. Corpus Building: A Do-It-Yourself Project

8. Features of Translated Language

9. Observing Translators' Behavior through Corpora

10. Building and Applications of Interpreting Corpora

11. Linguistic Patterns of Interpreters

12. Using Corpora in Translation Assignments and Knowledge Management

Humanities   # Comparative Religion and Fantasy Literature in the Anglophone World

Course Description: Investigations into the entanglement of the comparative study of religion and the rise of fantasy literature against the background of modernization and secularization in the Euro-American West and the confluence of non-Christian, non-Western religions and non-realistic literature to form trends of re-enchantment in a putatively disenchanted age.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION：

 1.1 Introduction to the course

 1.2 Introduction to Religious Studies

1.3 Introduction to the Study of Fantasy

Questions and assignment:

1. How to define "religion"?

2. What is "fantasy"?

3.Differentiate "secular,""secularization,"and "secularism."

CHAPTER TWO: From the Nineteenth Century to the Twentieth Century: Marginalization of Fantasy

 2.1 the Rise of Comparative Religion

 2.2 the Rise of Fantasy Literature

Questions and assignment:

1. Major figures and works in the field of comparative religion. Why study "ancient," "oriental," and "tribal" religions?

2. Major figures and works in the field of fantasy literature. What is "myth"?

 Why reinvent myth?

CHAPTER THREE: From the Twentieth Century to the Twenty-First Century: Mainstreaming of Fantasy

 3.1 Transmedia World-Building

3.2 Re-enchanting the Disenchanted

3.3 New Religious Movements

Questions and assignment:

1. How to explain the current mainstreaming of fantasy on the global scale?

2. How to account for the reconfiguration of religion in the age of new technologies and new media?

3.Pick a fantasy writer and examine how s/he has been impacted by comparative religion.

No.: 69 - **ECTS**: 2 (32 h)   **Code**: SH2211   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Mark Larrimore** (The New School (U.S.A.))

Humanities   # Anthropocene Humanities

Course Description: The Anthropocene names the new reality – and awareness – that humanity has become a planetary agent, the single most important factor in current earth history. The term was coined by natural scientists but has been increasingly taken up by thinkers in the human sciences. This course surveys anglophone debates about the meaning and significance of humanity's new status within the earth system from historical, philosophical, literary and comparative, as well as feminist, postcolonial and postsecular perspectives. Conducted in English, the course employs the tools of the humanities to understand the Anthropocene, and uses the challenge of the Anthropocene to reimagine the work of the humanities.

Course syllabus

1.   Introduction: What is the Anthropocene?

• Nicola Davison, "The Anthropocene epoch: Have we entered a new phase of planetary history

• "Manifesto for Living in the Anthropocene"

2.   History and the Anthropocene

• Julia Adeney Thomas and Jon Zalasiewicz, Strata and Three Stories

• Jeremy Davies, "An Obituary for the Holocene"

3.   Stranger than Fiction: Literature and the Anthropocene

• Amitav Ghosh, The Great Derangement

• Jenny Offill, Weather

4.   Philosophical Challenges of the Anthropocene

• Clive Hamilton, "The Theodicy of the 'Good Anthropocene'"

• Roy Scranton, "Learning to Die in the Anthropocene""

5.   Queering and Decolonizing the Anthropocene

• Joanna Zylinska, "Exit Man"

• "Whitney A. Bauman, "Climate Weirding and Queering Nature: Getting Beyond the Anthropocene"

• Heather Davis and Zoe Todd, "On the Importance of a Date, or Decolonizing the Anthropocene"

6.   Desecularizing the Anthropocene

• Bronislaw Szerszynski, "Gods of the Anthropocene: Geo-Spiritual Formations in the Earth's New Epoch"

• Fabrice Monteiro, "The Prophet"

7.	Chinese Remedies for the Anthropocene?

• James Miller, China's Green Religion: Daoism and the Quest for a Sustainable Future

• Teng Fei, Joining the Transformation of Nature—The Post-Natural and Confucian Perspective on Earth Stewardship in the Anthropocene"

8.	Writing Anthropocene Futures

• Donna Haraway, "The Camille Stories" from Staying with the Trouble: Making Kin in the Chthulucene

No.: 70 - **ECTS**: 2 (32 h)   **Code**: SH2212   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Chloë Starr** (Yale Divinity School, New Haven, USA)

Humanities   Chinese and Japanese Christian Literature

Course Description: This course traces the (sometimes fleeting) development of a Christian literature in China and Japan from late Imperial times to the end of the twentieth century, with particular focus on the heyday (in China) of the 1920s and 30s, and on the Japanese side, on Endo Shusaku's post-war novels. Using texts in Chinese and in English translation, we examine how Christian ideas and metaphors have permeated the literary—and revolutionary—imagination in East Asia. The influence of Christianity on literature came directly through the bible and church education, and indirectly through translated European and western literature. We test the assertion that the church and Christian life were part of social reality for early twentieth century Chinese intellectuals, and explore the aesthetic visions and construction of the human being that developed out of this social scene.

Course syllabus

Session 1

Introduction and Overview

Timeline

Lecture/ Powerpoint on Ming-Qing Christian Texts

Reading: selections from (Li Jiubiao and others') Kouduo Richao

Session 2

May Fourth Literature and Christian Culture

Lin Yutang, From Pagan to Christian (London: Heinemann, 1960), chapters 1, 2;

The Importance of Living chapters 2, 5

Lu Xun, 'Revenge I, II' and other prose poems incl. 'The shadow's leave-taking;' 'The Kite;' 'Amid pale bloodstains; 'A Father's Illness'

Background: Ryan Dunch, 'Beyond Cultural Imperialism: Cultural Theory, Christian Missions, and Global Modernity' History and Theory 41 (Oct 2002) 301-325 (JSTOR).

Session 3

Christlikeness in Fiction

Lao She, 'Black and White Li,' and 'By the Temple of Great Compassion' in Lao She, Crescent moon and other stories (Beijing: Panda Books, 1985)

Lao She 'The Two Ma's' pp 1-64

Zhao Zichen's 耶稣转 Life of Jesus (1935)

Background:

Starr, Chinese Theology, Chapter 3

Session 4

Nationalism, despair and poetry of the 1920s and 30s

Yu Dafu, 'Sinking' trans. Joseph Lau and C T Hsia, in Lau, Hsia and Lee, eds., Modern Chinese Stories and Novellas 1919-1949 (Columbia UP, 1981)

Bing Xin, 'Selections from A Maze of Stars.' Tr. John Cayley. Renditions (Autumn 1989)

Xu Zhimo 'Love's Inspiration,' 'Before Exeter Church'

Wen Yiduo, 'Dead Water,' 'One Sentence,' 'Prayer'

Feng Zhi Sonnet 2, Sonnet 4

Ai Qing, 'Snow Falls on China's Land;' 'My Father;' 'Highway', 'He dies a second time,' 'The sun' (1940s) in Kai-Yu Hsu, Twentieth Century Chinese Poetry: an anthology (Anchor, 1963)

Background:

Charles A. Keller, "Nationalism and Chinese Christians: The Religious Freedom Campaign and Movement for Independent Chinese Churches, 1911-1917," Republican China 17:2 (1992), 30-51.

Session 5

"Christianized Chinese" and Anti-Christian Backlash

Xu Dishan, "The Merchant's Wife" trans. William H. Nien-hauser, Modern Chinese Stories and Novellas, ed. Joseph S. M. Lau, C. T. Hsia, and Leo Ou-fan Lee. New York: Columbia UP, 1981, 41–50.

'Yuguan,' Modern Chinese Stories and Novellas, 51–87.

Xiao Qian, 'Cactus Flower' (1935) and 'An Album of Faded Photos,' in Xiao Qian, Chestnuts and other Stories Beijing: Panda, 1984

Guo Moruo, 'Double Performance' (1936) in W F Jenner, ed., Modern Chinese Stories (Oxford: OUP, 1970)

Background:

Sze-kar Wan, 'The Emerging Hermeneutics of the Chinese Church.' In Irene Eber, Sze-kar Wan et al, eds., Bible in Modern China. The Literary and Intellectual Impact (Sankt Agustin: Nettetal, 1999).

Steven L. Riep, 'Religion Reconsidered: Redemption and Women's Emancipation in Xu Dishan's 'The Merchant's Wife' and 'Yuguan,' Literature and Belief 24. 1: 101-116

Session 6

Reform Era Chinese Expressions of Christianity in Literature

Wang Meng, 'The Cross,' (Renditions 37, 1992); 'A Gray Pidgeon' (http://www.jstor.org/stable/4611868?seq=1)

Shi Tiesheng, 'In the world of understanding,' 'Autumn Remembrance,' 'Fate,' in Shi Tiesheng, Strings of Life, (Beijing: Panda Books, 1991)

Bei Cun, selected poems or novellas (e.g. 施洗的河)

Session 7

Japanese Roman Catholicic and Protestant Expressions

Shiina Rinzo, 椎名 麟三 Essays ("The Go-Between")

Endo Shusaku 遠藤 周作, Silence

Background:

Van C. Gessel, 'Voices in the Wilderness: Japanese Christian Authors' Monumenta Nipponica, Vol. 37, No. 4 (Winter, 1982), pp. 437-457

Nozomu Miyahara, 'Christian Theology under Feudalism, nationalism and democracy in Japan' in Sebastian Kim, ed., Christian Theology in Asia (Cambridge: Cambridge University Press, 2008), 109-128. [Overview]

Francis Mathy, 'Endo Shusaku: White Man, Yellow Man' Comparative Literature, Vol. 19, No. 1 (Winter, 1967), pp. 58-74

Takao Hagiwara, 'Return to Japan: The Case of Endô Shûsaku' Comparative Literature Studies Vol. 37, No. 2, East-West Issue (2000), pp. 125-154 Stable URL: http://www.jstor.org/stable/40247240

Session 8

Contemporary Japanese Expressions of Christianity in Literature

and Course Round-up

Endo Shusaku, Deep river, trans. Van C. Gessel, New York : New Directions, 1996, pp 7-126

No.: 71 - **ECTS**: 2 (32 h)   **Code**: SH2213   Course time: 14:00-17:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Guo ChunNing** (Renmin University of China)

Humanities   New Media Art

Course Description: This course investigates the concept of New Media and Design in an interdisciplinary methodology, and uses interdisciplinary approaches such as aesthetics, art, design, psychology and anthropology to analyze and reconstruct the concept of new media, so as to improve the learning and research ability of art and design in the international vision. This course will continue to deepen research on the important themes and forms involved in new media art. Students can improve their media literacy, awareness of problem discovery and ability to solve problems. At the same time, through the study and analysis of related themes and works, further improve the ability level of media planning, appreciation and analysis.

This course belongs to the course module of "Digital Humanities Honorary Degree". "New Media Art" has become an art phenomenon and education discipline rising at the end of the 20th century. With the development of new technology and new concept of art, new media art has become a representative interdisciplinary subject of art and technology. This course provides a systematic learning frame and method for new media art, a comprehensive and emerging discipline, which is helpful to build an interdisciplinary foundation.

This course combines domestic and international classic and cutting-edge art case studies and creative ideas, which will greatly expand students' international vision and improve their comprehensive art literacy.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION：

  1.1 Introduction to the course

  1.2 Art and media

1.3 The dimensions of new media art

Questions and assignment:

1. What is the relationship between art and media?

2. What is new media art?

3. How to understand the dimension of art?

CHAPTER TWO: LASER ART AND VIDEO ART

  2.1 Laser art and hologram art

  2.2 Video art and the way to watch

Questions and assignment:

1. How to understand the light and shadow in new media art?

2. Why is Nam June Paik regarded as the "Father of video art"?

CHAPTER THREE: DIGITAL ART AND THE FUTURE

3.1 The evolution of computer art

3.2 The openness of interactive art

3.3 The question of a shared language

Questions and assignment:

1. How to understand the computer as a new art medium?

2. How do the roles of audience members change in interactive art?

Questions and assignment:

How do you understand the future of new media art from the discussion of virtual reality and artificial intelligence?

No.: 72 - **ECTS**: 2 (32 h)   **Code**: SH2214   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Baumgarten Ingo** (Hongik University,Seoul, Korea)

Humanities   # Understanding European Arts: from Classic to Contemporary Art

Course Description: This course is aiming to a deeper understanding of the modern and contemporary forms of Art .

European/Western art had been globally influential in the last century. Its development is complex and not easy to understand since one of the main features of modern and contemporary art is to be always different. Definitions concerning art fail, since art itself is breaking them in order to be different and new.

Western artistic techniques and thinking have also been adopted in Asia since at least 100 years.

But in the different Asian contemporary art scenes show certain differences, resulting from the original countries culture and from a different reception of the imported ideas and techniques.

The deeper understanding of the conceptual mechanisms of Western art should enable the participants of this course to better understand their own cultural identity in a globalized world.

This course encourages the participants to build up own criteria to understand, to judge and to appreciate art.

Course syllabus
Discussion Sequence: (subject to modification)

1. Theory: Introduction, "what is art?"

Practice students artistic practices and interests

2. Theory : Timelines History and Art-history

Artistic work styles Discussion about artworks

3. Theory: Emancipation of art. From Renaissance to idealism.

Practice: Analyse of artwork

4. Theory: Development of modern art: From Idealism to the beginnings of modern art, social and cultural developments in Europe (19th century)

Practice: Analyse of modern artwork (19th century)

5 . Theory: Development of modern art in relation to social and cultural developments (ca. 1900-1970)

Practice: Analyse of modern artwork

6. Theory: Development of Postmodern and Contemporary art : functions, Contents, forms and techniques (ca. 1970-today)

Practice: Analyse of modern / contemporary artwork

7. Theory: Art and artists in society: Art scene and art market.

practice: assistance at the realization of projects.

8. Theory/practice: Test, final review, individual and group discussion.

No.: 73 - **ECTS**: 2 (32 h)　　　**Code**: SH2215　　　　　　Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Nicholas Adams** (University of Birmingham (UK))

Humanities　　　Good and Evil in Harry Potter and Lord of the Rings

Course Description: Conducted in English, this course investigates the concept of evil in the Western tradition over the last 2000 years in relation to the Harry Potter novels by J.K. Rowling and the Lord of the Rings trilogy by J.R.R. Tolkien. The Western tradition has various models of evil: in some accounts it is a 'privation' of the good (the view of Augustine and Leibniz); in other accounts it is a natural desire related to human freedom (the view of Kant and possibly Schelling); in still other accounts, evil is 'banal' (the view of Hannah Arendt). This course asks: what kind of evil do we see in the Harry Potter novels and the Lord of the Rings trilogy? How do different accounts of evil illuminate these stories? Is it privation, where evil is a lack of goodness? Is it a natural desire that is common to all? Is it merely 'banal', a matter of people lacking imagination, following orders, administering bureaucracy? We study the concept of evil in selected texts by Augustine, Leibniz, Kant, Schelling, Nietzsche, and Arendt: plenty of help will be given in reading and interpreting these classic texts; there will be short excerpts from each figure. For the assessment, participants can choose whether to write about Harry Potter or Lord of the Rings (or do one each), focusing on character, narrative, structure, and transformation in the stories.

Objectives of the Course：

To introduce students to classic texts on evil by European philosophers.

To explore various ways of interpreting novels where evil is a major theme.

To identify the different models of evil that are developed over 2000 years.

To judge which philosophical accounts of evil best fit the literary treatments.

Course syllabus
Discussion Sequence: (subject to modification)

1.Introduction: Harry Potter and Lord of the Rings

2.Augustine: Evil as Privation (Confessions, City of God)

3.Augustine: Evil as Privation II (Enchiridion)

4.Narrative and Structure in Harry Potter and Lord of the Rings

5.Leibniz: Evil as Privation (Theodicy)

6.Kant: Radical Evil I (Religion within the Limits of Reason Alone)

7.Kant: Radical Evil II

8.Structure and Transformation in Harry Potter and Lord of the Rings

9.Schelling: The Positivity of Evil (The Essence of Human Freedom)

10.Nietzsche: Beyond Good and Evil I (Beyond Good and Evil)

11.Nietzsche: Beyond Good and Evil II (Genealogy of Morality)

12.Arendt: The Banality of Evil (Eichmann in Jerusalem)

13.Conclusion: Different models of evil in literature.

No.: 74 - **ECTS**: 2 (32 h)   **Code**: SH2216   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Mario Poceski** (University of Florida)

Humanities   Buddhism: History, Doctrines, and Practices

Course Description: The course is a broad survey of the essential beliefs, doctrines, and practices that over the centuries have fashioned the identity of Buddhism as a pan-Asian religion that transcends ethnic, cultural, and linguistic boundaries. The course covers the historical development of the major Buddhist traditions, including the formulation of key doctrinal tenets and religious practices, the growth of the monastic order, and the formation of new religious ideals and doctrines by the Mahāyāna tradition. We will also explore the spread and transformation of Buddhism outside of India, especially China and the

Western world, before and during the modern period.

Course syllabus
Section 1: Historical contexts and doctrinal foundations

Buddhism, culture, and religion

Buddha's life and early Buddhist tradition

Key doctrines: causation, karma, and four noble truths Section 2: Characteristics of Mahāyāna Buddhism

Mahāyāna and the Bodhisattva Ideal

Buddhist traditions of China

Section 3: Buddhism in practice

Buddhist meditation: calmness and insight

Monastic ideals and lay practices

Buddhism in Europe and America

No.: 75 - **ECTS**: 2 (32 h)   **Code**: SH2217   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Roland Boer** (University of Newcastle)

Humanities   Western Marxist Philosophy: Insights and Limitations

Course Description: This course will provide an overview of the main scholars and ideas of what is known as 'Western Marxism'. It is widely agreed that 'Western Marxism' began with Georg Lukács's History and Class Consciousness, which was first published in 1923 (although the term 'Western Marxism' was not used until the 1950s at the earliest). As to when it came to end, it may be argued that 1989 marks the moment, as we see, for example, in the work of Domenico Losurdo. Thus, we will study a number of important Western Marxists thinkers, from Lukàcs to Losurdo. Clearly, 'Western Marxism' is not simply Marxism that is found in the West. Western Marxism is particular type of Marxism, with specific ideological assumptions. This course will present these ideological assumptions through the study of key Western Marxist thinkers.

Course syllabus

Session 1: Introduction to course; overview of main questions; details of assessment; Origins of Western Marxism (Georg Lukàcs)

Sessions 2 and 3: The Four reductions:

a) Georg Lukàcs (Hungary): Main ideas; Reduction to social processes (and not nature) –

b) Georg Lukàcs (Hungary): Reduction to Marx (and not Engels)

c) Louis Althusser (France): Main ideas; Reduction to intellectual pursuits by 'freelance intellectuals'

d) Tom Bottomore (England): Main ideas; Reduction to historical materialism (and not dialectical materialism)

Session 4: The Three determinations:

a) Perry Anderson (England): Main ideas; Western Marxism in a situation before the proletarian revolution

b) Immanuel Wallerstein (USA): Main ideas; Determined by Western liberalism

c) Terry Eagleton (England): Main ideas; Determined by Western imperialism

Session 5: The Three negotiations:

a) Ernst Bloch (Germany) and Fredric Jameson (USA): Negotiating Utopianism

b) Michael Löwy (France): Main ideas; Negotiating Western religion

c) Richard Wolin (USA): Main ideas; Negotiating Western 'Maoism'

Session 6: The Three suspicions:

a) Michael Hardt and Antonio Negri (Italy and USA): Main ideas; Suspicion of the role of the state

b) Theodore Adorno and Max Horkheimer (Germany): Main ideas; Suspicion of the value of science and technology

c) Ernest Mandel (Belgium): Main ideas; Suspicion of the forces of production

Session 7: The End of Western Marxism

a) Radhika Desai (Canada): Main ideas; A multi-polar world

b) Domenico Losurdo (Italy): Main ideas; The Importance of Marxism in Developing Countries

Session 8: Course review and final examination.

Humanities   # Existence, identity and parts. An introduction to philosophy of logic

Course Description: The Course we propose aims at providing the basic notions of Mereology, in order to make the students able to enter the current fundamental discussions in analytic metaphysics.

Mereology is the theory of parthood relations, and its roots can be traced back to the early days of philosophy. However, it is not until Le niewski's works that a pure theory of part-relations was given an exact formulation. Since then, Mereology has become a chapter of central interest for modern ontologists and metaphysicians.

The Course has been developed to be accessible to all the students having just a smattering of Logic and Metaphysics. It is conceived in such a way that it does not require specific and advanced formal techniques.

After a general introduction about Mereology, we focus on the classical mereological theory (Classical Extensional Mereology). We present and discuss its main principles by considering many intuitive and less intuitive examples. In addition, we analyse some alleged and controversial counterexamples in order to make clear some problematic aspects of this paradigmatic metaphysical view.

Course syllabus
1) Introduction: What is Mereology

a. A general theory of parthood and composition

b. Mereology as a discipline, mereology as a theory, mereology

as a philosophical thesis

c. Mereology and Logic

2) Natural Language, Literal Parthood, and Philosophical Mereology

a. Mereology and the lexical meaning of "part"

b. "Part" and cognate terms: Three distinctions

c.   Literal parthood versus metaphorical parthood

d.   Spatial parthood, paradigmatic parthood

e.   Formal features and intuitive constraints

f.   Mereological Monism: A Desirable Philosophical Thesis

3)   Is Mereology Formal

a.   Three senses of formality

b.   How to show that mereology is formal

4)   Transitivity and Other Features

a.   Is parthood transitive

b.   Monism, pluralism, and Ad Hocness

c.   Reflexivity

d.   Antisymmetry

e.   Overlap and Fusion

5)   Extensionalism and other principles

a.   Extensionalism at the origins of mereology

b.   Uniqueness of Composition and Extensionalism

c.   Extensionalism and Concrete Entities

d.   Extensionalism and Abstract Entities

e.   The Alternatives to Extensionalism

f.   Fusion and Unrestricted Composition

No.: 77 - **ECTS**: 2 (32 h)   **Code**: SM2201   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **GOO SAY HAK** (THE UNIVERSITY OF HONG KONG)

Management   Property and Real Estate Law

Course Description: In this course, students will acquire deeper knowledge about the specialist legal topics in property, land and real estate law. These issues commonly arise in the acquisition of property, housing management industry, real estate industry, urban planning, construction and land development. The aim of the course is to equip students with basic property law and real estate legal knowledge through in-depth explanation so that they will be able to identify and deal with those legal issues.

Course syllabus

The focus of the course will be on the theory and justifications of property, acquisition and protection of interests in land and real estate, Deed of Mutual Covenant, Building Management Ordinance, Leases, Landlord & Tenant (Consolidation) Ordinance, Leasehold Covenants, Land Covenants, Easements and Mortgages, town planning and urban renewal.

No.: 78 - **ECTS**: 2 (32 h)   **Code**: SM2202   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Hans Detlef Kammeier** (Technical University Berlin, Germany)

Management   ## Contemporary Urban Management Methods for Environmental Sustainability

Course Description: As the short course is defined as a component of the Summer School which is open to students (both undergraduate and postgraduate) from any academic specialization who take interest in the broad subject offered in this course.This course includes urbanization theory and models, urban planning and management methodology, urban management and environment, urban environmental management methods, regional planning, housing and sustainable development，etc.

Course syllabus

Session 1: Introduction and Overview of the Course

Session 2: Urbanization Theory and Models

Session 3: Urban Planning and Management Methodology

Session 4: Urban Management and the Environment

Session 5: Urban Environmental Management Methods

Session 6: Regional planning at various levels of "region"

Session 7: Housing as an important component of sustainable development

Session 8: Wrap-up and examination

No.: 79 - **ECTS**: 2 (32 h)   **Code**: SM2203   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **CHEN Xueming** (Xi'an Jiaotong-Liverpool University)

Management   # Comparative Study on Urban Management in China and the U.S.

Course Description: This course will focus on analyzing and comparing the similarities and differences in urban planning and management between China and the U.S. in the following aspects: urban development processes, urban planning institutions, urban planning laws and regulations, public administration, urban planning education, best urban planning practices, and latest technological applications. The course will deepen students' understanding about the urban planning and management in China and the U.S., and broaden their scope of knowledge in international urban planning, policy making, and public administration.

Course syllabus

1. Basic Facts at a Glance：China and the U.S.

2. Urbanization and Suburbanization Processes

3. Urban Planning Institutions and Governing Structures

4. Urban Planning Laws and Regulations

5. City Comprehensive Plans

6. Land Use Planning, Zoning and Subdivision

7. Land Market, Housing and Real Estate Development

8. In-Class Quiz #1

9. Urban Transportation and Air Quality Planning

10. Community and Economic Development

11. Final Essay Questions Out

12. Public Financing, Capital Improvement, and Growth Management

13. Urban Planning Education, Licensing and Consulting

14. Best Planning Practices and New Technological Applications

15. In-Class Quiz #2

16. Final Essay Paper Submission

No.: 80 - **ECTS**: 2 (32 h)   **Code**: SM2204   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Ran Ran** (Renmin University of China)

Management   ## Introduction of Public Policy Making and its Implementation: The Case of Environmental Policy

Course Description: Public policy is made by government agencies to address pressing social problems while balancing diverse values and interests. Once the policy has been made, the next crucial question is how to implement the policy in an effective way. The purpose of this 8-section course is to introduce students the public policy making as well as implementation process by using environmental policy as an example. Moreover, students will learn to formulate and evaluate policies through lectures and a class project.

As the assignment, the individual project will give students an opportunity to apply the theory and methods learnt in class. Students will continue working on the public policy issue from the first assignment. They may use the background information already collected. Starting with problem definition, and using the steps of the policy-making process, students will now approach the problem afresh, and devise their own policies and justifications. The deliverable will be a report of about 10 pages including the following elements - background, problem statement, consequences, determinants, policy options, and recommendations.

Upon completion of this course, students will be able to: a) Compare and evaluate policy options; b) develop appropriate polices for contemporary issues using the steps of the policy-making process. The main contents of this course are: 1 Agenda-setting, politics of naming and framing issues; 2) The policy-making process, tools and techniques; 3) Policy evaluation and implementation; 4) Critiques of certain public policies and rational management; 5) The characteristics of environmental policy field; 6) Environmental policy-making in China; 7) Environmental Policies implementation in China.

Course syllabus
Introduction to course and policy assignments, including project selection, project components and output expectations

  Agenda-setting, naming and framing of issues, politics of public policy, market failure vs. lack of regulation Chapters 1, 4, 5 ; Jasperson et al (1998)

  Six-step policy-making process, steps and tools Chapter 6, 9

  Policy implementation, bureaucracy, governmentality, New Public Management Chapter 8; Smith (1973)

  Comparative international view on public policy, including relevant critiques Chapters 2, 3; Metz (2000); Cazorla and Toman (2000); McCright and Dunlap (2003); Adger et al (2003)

  What's Unique for Environment: The Nature and Characteristics of Environmental Policy Field Economy, Elizabeth C. The River Runs Black: The Environmental Challenge To China's Future, Ithaca, NY: Cornell University Press, 2004.

Making the Environmental Policy in the Context of Contemporary China   Economy, Elizabeth C. The River Runs Black: The Environmental Challenge To China's Future, Ithaca, NY: Cornell University Press, 2004.

The Environmental Policy Implementation at Local Levels in China: Process and Institutions Kenneth Lieberthal, "China's Governing System and Its Impact on Environmental Policy Implementation", China Environmental Series, Washington, D.C.: The Woodrow Wilson Center, 1997.

Critical Review of Public Policy Analysis: the Distance between Theory and Practices Saetren, Harald "Facts and Myths about Research on Public Policy Implementation: Out-of-Fashion, Allegedly Dead, But Still Very Much Alive and Relevant" In The Policy Studies Journal, Vol. 33, No. 4, 2005, pp 560-582.

No.: 81 - **ECTS**: 2 (32 h)   **Code**: SM2205   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Izhar Oplatka** (Tel Aviv University)

Management   # Educational Leadership: Theories, Performance, and Implications

Course Description: The course makes the students familiar with basic and advanced theories of leadership, in general, and of educational leadership, in particular from a historical and sociological points of view. During the eight meetings, the students will learn about the complexity of educational leadership, its manifold definitions, and the challenges faced by educational leaders worldwide. Likewise, a special attention will be given to the distinctive features of educational leadership due to the particular characteristics of schools as organization and the complex aspects of teaching as a semi-profession.

At the end of the course the students will realize how contexts shape and reshaped by educational leaders and will gain deeper understanding of leadership as a craft of multiple styles depending on a host of factors. To enrich the learning experiences of the students, the lecturer will present different case studies from Asia and Europe to illustrate how leaders face with dilemmas and difficulties during their career.

Course syllabus
Class Meeting # 1:

Introductions and Course Summary

Introductions

Review Syllabus

Presentation of Professor Oplatka's Background and Research Experience

First topic – From management to leadership: The beginning of leadership thought

Key topics

The meanings of leadership, the benefits of leadership to our educational systems, management-leadership dichotomies, educational leadership as a field of study.

Class Meeting # 2:

Basic Theories of Leadership

Required Reading:

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). School leadership that works. Alexandria: Association for Supervision and Curriculum Development. (Ch. 2 –Some theories and theorists on leadership).

Optional Reading:

Oplatka, I., & Tako, E. (2009). Schoolteachers' constructions of the desirable educational leadership: A career-stage perspective. School Leadership & Management, 29(5), 425-444.

Robbins, S.P., & Judge, T.A. (2012). Essentials of organizational behavior. Essex: Pearson. (Ch. 11 – Leadership).

Hallinger, P. (2018). Bringing contexts out of the shadows of leadership. Educational Management, Administration and Leadership, 46(1), 5-24.

Key Topics

Trait theories of leadership, Behavioral models of leadership, Contingency theories of leadership, transformational leadership, trust and leadership, the contextualized nature of leadership.

   Class Meeting # 3:

Power, authority and politics in schools

Required Reading:

Hoy, W., Miskel, C. (2008). Educational administration: Theory, research, and practice. Boston: McGraw-Hill. (Ch. 6 – Power and politics in schools).

Optional Reading:

Blasé, J. & Blasé, J. (2002). The dark side of leadership: Teacher perspectives of principal mistreatment. Educational Administration Quarterly, 38(5), 671-727.

Crossfield, D., & Bourne, P.A. (2018). Management of Interpersonal Conflict between Principals and Teachers in Selected Secondary Schools in Bermuda. International Journal of Research in Business Studies and Management, 5(1), 19-36.

Key Topics:

Sources of authority, authority in schools, sources of power, administrative uses of power, organizational politics, external coalitions, internal coalitions, tactics, games, conflict management.

   Class Meeting # 4

Model of educational leadership – instructional and moral

Required Reading:

Glick, M. (2011). The instructional leader and the brain: Using neuroscience to inform practice. New York: Corwin Press. (Ch. 5 – Feedback).

Optional Reading:

Rigby, J.G. (2014). Three logics of instructional leadership. Educational Administration Quarterly, 50(4). 610-644.

Le Fevrel, D.M. & Robinson, V.M.G. (2015). The Interpersonal Challenges of Instructional Leadership: Principals' Effectiveness in Conversations about Performance Issues. Educational Administration Quarterly, 51(1), 58-95.

DeMatthews, D., & Mawhinney, H. (2014). Social justice leadership and inclusion: Exploring challenges in an urban district struggling to address inequities. Educational Administration Quarterly, 50(5), 844-881.

Liu, S., Hallinger, P. & Feng, D. (2016). Learning-centered leadership and teacher learning in China: does trust matter Journal of Educational Administration, 54(6), 661-682.

Key topics

Four aspects of instructional leadership, the criticism against neoliberal ideologies in education, the search for moral aspects in school, leadership for social justice in historical accounts of principals, feedback during instruction.

Class Meeting # 5

Models of shared and distributed leadership

Required Reading:

Miller, P.W. (2018). The nature of school leadership: Global practice perspectives. London: Palgrave-Macmillan. (Ch. 5 – School leadership is teacher dependent).

Optional Reading:

Somech Anit (2006). Women as participative leaders: Understanding participative leadership from a cross-cultural perspective. In Izhar Oplatka & Rachel Hertz-Lazarowitz (eds.), Women principals in a multicultural society. Rotterdam: Sense Publishers, chapter 9.

Miller, P.W. (2018). The nature of school leadership: Global practice perspectives. London: Palgrave-Macmillan. (Ch. 8 – School leadership is partnership dependent).

D'lnnocenzo, L., Mathieu, J.E., & Kukenberger, M.R. (2016). A meta-analysis of different forms of shared leadership-team performance relations. Journal of Management, 42(7), 1964-1991.

Harris, A., & DeFlaminis, J. (2016). Distributed leadership in practice: Evidence, misconceptions and possibilities. Management in Education, 30(4), 101-106.

Key Topics:

Forms of shared leadership in schools, factors affecting collaborative leadership, teachers as partners, teachers as leaders, the impact of the context on shared forms of governance in education.

Class Meeting # 6

Female leadership – a feminist point of view

Required Reading:

Oplatka, I. & Hertz-Lazarowitz, R. (Eds.) (2006). Women principals in a multicultural society: New insights into feminist educational leadership. Rotterdam: Sense. (Ch. 1 – Women's leadership in education).

Optional Reading:

Thorpe, A. (2018). Educational leadership development and women: insights from critical realism. International Journal of Leadership in Education.

Hill, G., McDonald, T., & Ward, K. (2017). Women in Educational Leadership: Implications for Preparation Programs. The WERA Educational Journal, 9(2), 55-60.

Sun, J.Y., & Li, J. (2017). Women in leadership in China: Past, present and future. In, Y. Cho et al. (eds.), Current perspectives on Asian women in leadership (pp. 19-36). London: Macmillan.

Key Topics: Historical aspects of women advancement into management, barriers to women's advancement in education, male vs. female leadership styles.

   Class Meeting # 7

Educational leadership in traditional and developing societies

Required Reading:

Oplatka, I., & Arar, K. (2016). Leadership for social justice and the characteristics of traditional society: Ponderings on the application of Western-grounded models. International Journal of Leadership in Education, 19(3), 352-369.

Optional Reading:

Hallinger, P., & Chen, J. (2015). Review of research on educational leadership and management in Asia: A comparative analysis of research topics and methods, 1995–2012. Educational Management, Administration & Leadership, 43(1), 5-27.

Castillo, F.A., & Hallinger, P. (2018). Systematic review of research on educational leadership and management in Latin America, 1991-2017. Educational Management, Administration & Leadership, 46(2), 207-225.

Miller, P.W. (2018). The nature of school leadership: Global practice perspectives. London: Palgrave-Macmillan. (Ch. 7 – School leadership is context dependent).

Oplatka, I., & Arar, K. (2017). The research on educational leadership in the Arab world since the 1990s. A systematic review. Review of Education, 5(3), 267-307.

Key Topics: Modern vs. traditional societies, the failure of reforms in developing countries, the characteristics of educational leadership in traditional and developing countries.

   Class Meeting # 8:

Exceptional educational leaders + Conclusions to the course

Required Reading:

Harris, A. (2003). Teachers' perspectives on effective school leadership. Teachers and Teaching: Theory and Practice, 9(1), 67-77.

Optional Reading:

Kirby Peggy C., Paradise Louis V. and King Margaret I. (1992). Extraordinary leaders in education: Understanding transformational leadership. Journal of Educational Research. 85(5), 303-311.

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). School leadership that works. Alexandria: Association for Supervision and Curriculum Development. (Ch. 7 –A plan for effective school leadership).

Lesser, M. (2019). Seven practices of a mindful leader. Novato: New World Library.

Key Topics: The features of ineffective educational leadership, irresponsible leadership, the characteristics of excellent school leaders, responsible educational leadership.

No.: 82 - **ECTS**: 2 (32 h)   **Code**: SM2206   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **HE Jingwei, Alex** (The Education University of Hong Kong)

Management   Public Policy in Stories. Stories in Public Policy

Course Description: This short-term course aims to equip undergraduate students with conceptual and theoretical abilities that are essential for understanding the complex world of public policy. The course will be delivered through a fascinating series of real-world policy cases. Theoretical knowledge will be illustrated with a variety of real-world cases from the Asian context. Students are expected to closely follow the instructor in class and actively participate in seminar discussion and group project.

Course syllabus
Seminar 1: What is public policy?

Seminar 2: Agenda-setting (Story #1: How was the 'Individual Visit Scheme' launched in Hong Kong?)

Seminar 3: The politics of decision-making (Story #2: Controversies on Taiwan's Old-age Farmer Allowance)

Seminar 4: How do scholars and think tanks promote public policy reform? (Story #3: The launch of the New Cooperative Medical Scheme)

Seminar 5: Policy entrepreneurship in difficult policy reforms (Story #4: Zhan Jifu and the well-known Sanming Health Care Reform)

Seminar 6: How do private enterprises promote policy innovation and diffusion? (Story #5: How did Tencent Champion Mobile Healthcare Payment Innovation in China?)

Seminar 7: Social enterprise, nudging, and policy innovation (Story #6: Microcredit and its role in poverty alleviation in South Asia)

Seminar 8: The ethical dimension in policy-making (Story #7: Singapore's controversies on legitimizing gambling and compensated organ donation)

No.: 83 - **ECTS**: 2 (32 h)   **Code**: SM2207   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **RYU Keikoh** (Ritsumeikan University)

Management   Business Ethics and Global CSR

Course Description: This course is designed to provide an analysis and examination of significant contemporary ethical issues and challenges existing throughout the professional business arena. Emphasis will be placed upon the manager's social and environmental responsibilities to a wide variety of stakeholders, including employees, customers and the public. Ethical dilemmas and decision-making frameworks and approaches at the personal, organizational and societal levels will be explored. Student engagement in real-world applications and issues are a critical portion of the course.

Course syllabus
Course Objectives

The overall objective of this course is for each student to develop a critical thinking approach regarding many of the significant ethical concerns confronted by organizational members within the contemporary business world. The extent to which firms are responsible to society concerning such critical issues as the environment will be explored in depth. Upon successful completion of this Business Ethics course, the student will be able to:

   Demonstrate understanding of the definition of ethics and the importance and role ethical behavior serves in the business world today.

   Demonstrate understanding of how business ethics relates to larger moral and philosophical frameworks.

   Identify various ethical issues that occur in the workplace.

   Evaluate an ethical situation by applying the steps involved in ethical decision making.

   Evaluate the concept of Corporate Social Responsibility, and explore its relevance to ethical business activity.

   Identify the moral obligations of businesses to the environment and specifically global competitors and global stakeholders.

   Comprehensively analyze in professional business caliber writing real-world business firm's activities regarding ethical and social responsibility via written case study analyses.

   Formulate a particular stance on a business ethics issues and defend in professional business caliber writing that stance.

   Apply rules of netiquette and use clear writing in web-based interactions with colleagues on issues of business ethics and social responsibility.

COURSE SCHEDULE

Unit1: Introduction to Business Ethics, Stakeholder Management and Social Responsibility

Part 1: An overview of Business Ethics

Lecture 1. Introduction to Chapter 1: The Importance of Business Ethics

Lecture 2. Introduction to Chapter 2: Stakeholder Relationships, Social Responsibility and Corporate Governance

Part 2: Ethic issues and the institutionalization of Business Ethics

Lecture 3. Introduction to Chapter 3 Emerging Business Ethics Issues

Lecture 4. Finish Chapter 3: Emerging Business Ethics Issues

Lecture 5: Begin Chapter 4: The Institutionalization of Business Ethics

Lecture 6: Finish Chapter 4: The Institutionalization of Business Ethics

UNIT 2: Business Ethics in Depth

Part3: The Decision-making Process

Lecture 7: Begin Chapter 5: Ethical Decision-Making and Ethical Leadership

Lecture 8: Begin Chapter 6: Individual Factors: Moral Philosophies and Values

Lecture 9: Finish Chapter 6: Individual Factors: Moral Philosophies and Values

Lecture 10: Begin Chapter 7: Organizational Ethics: The Role of Ethical Culture and Relationships

Part4: Implementing Business Ethics in a Global Economy

Lecture 11: Begin Chapter 8: Developing an Effective Ethics Program

Lecture 12: Finish Chapter 8: Developing an Effective Ethics Program

Lecture 13: Begin Chapter 9: Managing and Controlling Ethics

Lecture 14: Finish Chapter 9: Managing and Controlling Ethics

Unit 3: Global Business Ethics

Part5: Globalization of Ethical Decision-Making

Lecture 15: Begin Chapter 10: Globalization of Ethical Decision-Making

Lecture 16: Finish Chapter 10: Globalization of Ethical Decision-Making

No.: 84 - **ECTS**: 2 (32 h)   **Code**: SM2208   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **LIU Cong** (Hofstra University, US)

Management   Occupational Health Psychology

Course Description: Occupational health psychology (OHP) is an emerging interdisciplinary field concerned with psychological factors in employee health, safety, and well-being. This course provides an in depth treatment of this literature, focusing mainly on occupational stress and safety. The purpose of this course is to review the major theories and empirical research showing the effects of the work environment on employees' health and well-being. The primary emphasis will be on the development and maintenance of healthy people within healthy organizations focusing on prevention of illness, disease, health problems, and injuries in the work environment. Specific topics covered include occupational safety and health hazards, organization of work factors and their relation of employee safety and health, safety climate and training, the etiology of job stress and burnout, workplace health promotion programs, and the interface of work and non-work factors in maintaining occupational health.

Course syllabus
Evaluations and Grading Policy

In-class exercises: 10×10 = 100pts

Journal article presentation: 100 pts

Exams: 100×3 = 300 pts

Participation. Students are expected to attend all classes. Missing more than the first half hour of a class will be considered an absence, unless prior arrangements are made. You will be dropped a letter grade for any two (2) unexplained absences (e.g., without prior notification, a verifiable excuse).

Cell Phones and Laptops. Statement of the obvious—if you bring a cell phone to class, please make sure it is turned off. If you bring a laptop to class, all activities should be course-related.

Class Topics

1.   What is OHP?

2.   Job Stressors and Strains

3.   Job Characteristic Model and Lack of Job Complexity

4.   Control and Buffering

5.   Social Support and Coping

6.   Work and Family

7.   Job satisfaction and Well-being

8.   Health Effects of Stress (Job Strains)

9.   Cognitive Appraisal Theory and Eustress

10.   Workplace Health Interventions I – Primary interventions

11.   Workplace Health Interventions II – Secondary interventions

No.: 85 - **ECTS**: 2 (32 h)   **Code**: SM2209   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **WANG Dehong** (Beijing Foreign Studies University)

Management   # Case Studies of Securities Investment Analysis under Global Vision

Course Description: The course of securities investment case analysis from an international perspective, uses modern Python language, crawler technology and big data mining methods, to conduct basic analysis of investment cases in major global securities markets.

Features of the course: 1) Summarize the common analysis types of securities investment, and classify them according to securities products, securities markets and analysis angles; 2) Combine Python language, crawler technology and big data mining method, and summarize the corresponding case analysis templates; 3) A case analysis template corresponds to a common type of securities investment analysis. This course has developed more than 50 analysis case templates.

This course is based on the above case analysis template and has the following three characteristics:

1. CASES WITH INTERNATIONAL VISIONS: In the past, similar courses were limited to information sources, and only the securities market of one country/region could be used as an example, such as the securities market in mainland China; With the help of Python language and crawler technology, this course solves the problem of global data sources in securities investment analysis, and can make case comparative analysis from the perspective of major global securities markets, including not only the securities markets in mainland China, but also the securities markets in the United States, Japan, South Korea, India and Britain, Germany and France.

To explain the problem easily, take a simple case analysis template as an example: compare the changing trend of index returns of two stock markets, and the name of the corresponding case analysis template is compare_stock. With this case analysis template, professors and students can compare the stock markets of major countries and regions in the world conveniently and quickly.

Example 1: By analysing and comparing the changing trend of the return rate of Shanghai Composite Index in mainland China stock market and Hang Seng Index in Hong Kong stock market, we can use the case analysis template to describe it as follows:

compare_stock(["000001.SS","^HSI"],"Annual Ret%","2020-4-1","2020-6-30")

Among them, 000001 is the code of Shanghai Composite Index, SS stands for Shanghai Stock Exchange; ^HIS is the international code of Hang Seng Index in Hong Kong, China; Annual Ret% represents the rolling daily rate of return with an observation period of one year, and 2020-4-1 and 2020-6-30 respectively indicate the start and end dates of the case. Using crawler technology, the template can directly obtain the data needed for case analysis from the Internet, and with the help of Python language, it can quickly analyse the obtained data, and visually display the results of case analysis in the form of a figure as follows:

Result analysis: It can be seen intuitively from the above figure: 1) The yield correlation between Hang Seng Index and Shanghai Composite Index in the second quarter of 2020 is high, and it has a certain degree of follow-up, that is, there is a certain consistency in the direction of ups and downs; 2) The yield of Shanghai Composite Index is obviously higher than Hang Seng Index; 3) The yield of Shanghai Composite Index changed from negative to positive after June, but the yield of Hang Seng Index was always negative; 4) If you invest in index products, Shanghai Composite Index is more attractive than Hang Seng Index.

Example 2: Analysing and comparing the changing trend of the return rate of Shanghai Composite Index in mainland China stock market and Nikkei Index in Japanese stock market, the use of case analysis template can be described as follows: simply replace Hang Seng Index ^HSI of Example 1 with Nikkei Index ^N225. This analysis template allows students to focus more on the analysis results, instead of spending a lot of time downloading data and making figures.

compare_stock(["000001.SS","^N225"],"Annual Ret%","2020-4-1","2020-6-30")

Among them, ^N225 is the international code of Nikkei Index in Japanese stock market.

International perspective of the case: Similarly, using this case analysis template, Shanghai Composite Index can also be compared with American stock market (using S&P 500 ^GSPC or Dow Jones ^DJI), Korean stock market (using Korean Composite Index ^KS11), Australian stock market (using Australian index ^DJAU), British stock market (using British FTSE 100 index FTSE), French stock market (using French CAC40 index ^FCHI) German stock market (using German DAX index ^GDAXI), Russian stock market (using Russian RTS index RTSI.ME) and even Indian stock market (using Bombay sensitive index ^BSESN) can quickly compare market returns. Therefore, a case analysis template can greatly expand students' international vision of securities analysis.

There are already more than 50 kinds of similar securities analysis templates in this course, which can cover a large number of typical securities case analysis scenarios.

2. UPDATEABLE CASES: A case of securities investment analysis often includes a large amount of information, and the collection, collation, analysis, and calculation of these information often require a lot of time and energy. However, the information often has strong timeliness. An outdated case is far less attractive to students than a case with current information. The problem is that updating a case of securities investment analysis needs to re-find a large amount of latest information, rearrange this information and re-run the results of model calculation and analysis, which consumes a lot of time and energy, and leads to the case writers being discouraged and difficult to ensure that the case information "keeps pace with the times"; With the help of Python language and crawler technology, this course solves the problem of updating case information, and provides new case analysis conclusions based on new case information by using big data mining method.

Example 3: In the above example 2, the time of making the case was at the beginning of July 2020, so the data obtained was as of June 30, 2020. If the professor teaches at the beginning of November 2020, the data of this case will be somewhat outdated. If the deadline of case data can be updated to the end of October 2020, the timeliness of the case will be stronger, and students will be more interested, which will help improve students' enthusiasm for learning cases. However, for professors, it takes a lot of time and energy to update the cases,

and some professors are unwilling to spend energy and time to update the previously prepared cases.

With the help of the case analysis template, it will become very simple to update the case. As long as the deadline of June 30, 2020 in Example 2 is directly changed to October 31, 2020, the case analysis template can directly give the latest analysis chart:

compare_stock(["000001.SS","^N225"],"Annual Ret%","2020-4-1","2020-10-31")

Using this method, the vast majority of securities analysis cases in this course can "keep pace with the times", keep the data always in the latest state, and greatly enhance the practicality of case analysis.

3. HEREDITABLE CASES: With the help of the case analysis template, after a professor teaches a case, students can quickly align and draw inferences from one to another, thus quickly creating a new case that belongs to the students themselves, which can greatly enhance the enthusiasm of students to participate in case analysis.

Example 4: The above-mentioned example 3 compares the returns of Shanghai Composite Index and Nikkei Index. If students want to compare the returns of Japanese and Korean stock market indexes after lectures, they can directly replace the Shanghai Composite Index in the case analysis template with Korean Composite Index ^KS11, and they can get a comparison figure of the returns of Korean and Japanese stock market indexes:

compare_stock(["^KS11","^N225"],"Annual Ret%","2020-4-1","2020-10-31")

If students also want to compare the returns of German and French stock market indexes, they can replace the Shanghai Composite Index (Nikkei Index) in Example 3 case analysis template with German DAX Index ^GDAXI (French CAC40 Index ^FCHI), and they can directly get the return comparison figure of German and French stock market indexes:

compare_stock(["^GDAXI","^FCHI"],"Annual Ret%","2020-4-1","2020-10-31")

By using this method, students can quickly draw inferences from others about the vast majority of securities analysis cases in this course, and quickly derive many similar analysis cases, which can effectively enhance students' enthusiasm for learning securities analysis and escalate their learning effect.

Course syllabus
This course is the basic edition of the securities investment analysis cases, including the main primitive and derivative securities products and the basic case analysis of securities market. It is divided into 6 chapters, 2 credits and 32 hours; The course is specially designed to teach professional knowledge in case studies, which has low requirements for prerequisite courses and is suitable for students of all levels to choose this course.

CHAPTER ONE: THE BASIC ANALYSIS OF STOCKS

[Main knowledge points] Stock price: five kinds of stock prices, stock price trend analysis; Stock return rate: rolling return rate, holding return rate and trend analysis of return rate; Stock risk: stock price volatility risk, yield volatility risk and yield volatility loss risk.

      1.1 Analysis of Stock Price and Its Trend

Case 1.1.1: "Portrait" of Stock: Apple

Case 1.1.2: Dividend and Split of Stock: Kweichow Moutai

Case 1.1.3: Opening Price and Closing Price of Stock: Microsoft

Case 1.1.4: The Highest and Lowest Prices of Stocks: Toyota Motor Corporation of Japan

Case 1.1.5: Stock Closing Price and Adjusted Closing Price: A-share Vanke Real Estate

Case 1.1.6: Comparison of Stock Price Trends: Germany Mercedes vs BMW

Case 1.1.7: Candlestick for Interpreting Stock Price Trend: Tencent

1.2 Section 2 Analysis of Stock Return Rate

Case 1.2.1: Stock Return Rate and Logarithmic Return Rate: Peugeot Citroen, France

Case 1.2.2: Comparison of Rolling Return Trends of Stocks: Alibaba vs JD.COM

Case 1.2.3: Comparison of The Trend of Stock Holding Yield: Vanke Real Estate vs Beijing Urban Construction

1.3 Stock Risk Analysis

Case 1.3.1: Comparison of Stock Price Fluctuation Risk: JD vs Alibaba

Case 1.3.2: Comparison of Volatility Risks of Stock Returns: Apple vs Microsoft

Case 1.3.3: Risk Comparison of Volatility Loss of Stock Returns: Facebook vs Microsoft

Home assignments: short case assignments, choose two case templates in this chapter, change case information, demonstrate case results, analyze and explain them.

CHAPTER TWO: BASIC ANALYSIS OF BONDS

[Main knowledge points] Bonds: government bond, enterprise (company) bonds, convertible bonds; Bond market: China's inter-bank bond market, Shanghai and Shenzhen bond market, bond quotation; Bond yield: yield to maturity, holding period yield, redemption yield; Interest rate risk of bonds: five durations and convexity; Credit risk of bonds: default probability, risk neutral pricing model; Five pricing models of bonds.

2.1 Bond and Bond Market

Case 2.1.1: Trend of Bond Issuance in China's Interbank Market

Case 2.1.2: Term Structure and Issuance of Bonds in Interbank Market

Case 2.1.3: Real-time Quotes of Transactions in the Inter-bank Cash Market

Case 2.1.4: Instant Quotation of Spot Bond Trading in Shanghai and Shenzhen Bond Markets

Case 2.1.5: Global Government Short-term Bond Market: China's One-year Government Bond

Case 2.1.6: Global Government Medium and Long-term Bond Market: US 10-year Government Bond

Case 2.1.7: Global Government Long-term Bond Market: Italian 30-year Government Bond

2.2 Income and Risk of Bonds

Case 2.2.1: Macaulay Duration and Closed Duration

Case 2.2.2: Revision Duration and Dollar Duration

Case 2.2.3: Effective Duration

Case 2.2.4: Bond Convexity

Case 2.2.5：KPMG Risk Neutral Pricing Model

2.3 Bond Pricing Model

Case 2.3.1: Relationship between Bond Price and Yield to Maturity

Case 2.3.2: Relationship between Bond Price Change and Maturity Time

Case 2.3.3: Risk of Bond Term and Bond Price Fluctuation

Case 2.3.4: Asymmetry between the Change of Yield and the Change of Bond Price

Case 2.3.5: Coupon Rate and Bond Price Change Risk

Home assignments: short case assignments, choose two case templates in this chapter, change case information, provide analysis results and explain.

CHAPTER THREE: BASIC ANALYSIS OF INVESTMENT FUNDS

[Main knowledge points] Funds and fund markets: public funds and private funds, open-end funds and closed-end funds; Investment direction of funds: equity funds, bond funds, money market funds, ETF funds, real estate trust and investment funds REITs; Fund trading: mixed fund, fund price trend, fund price follow-up, fund composition style.

3.1 Fund and Fund Market

Case 3.1.1: Types and Distribution of Fund Investment Institutions in China

Case 3.1.2: Distribution of Types of Public Funds in China

Case 3.1.3: Product and Operation Overview of Private Equity Funds in China

Case 3.1.4: Geographical Distribution of Private Equity Fund Managers in China

Case 3.1.5: Role Distribution of Private Equity Fund Managers: Guangdong vs Shanghai

Case 3.1.6: Net Value Ranking of Open-End Funds in China

Case 3.1.7: Performance Trends of Open-End Funds: Jiashi-Taihe Mixed Funds

3.2 Investment Direction of Fund

Case 3.2.1: Net Value Ranking of China's Equity Open-end Funds

Case 3.2.2: Rate of Return of Open-end Equity Fund: CCB Reform Dividend Equity Fund

Case 3.2.3: Ranking of Net Value of Bond Open-end Funds in China

Case 3.2.4: Performance Ranking of Bond Funds: Boshi Credit Bond C Fund

Case 3.2.5: Rate of Return Ranking of Chinese Monetary Funds

Case 3.2.6: Performance Trend of Monetary Fund: Nuoan Monetary Fund B

Case 3.2.7: Ranking of Net Value of ETF Funds in China

Case 3.2.8: Performance Trend of ETF Fund: E Fund CSI 500ETF Quotes Fund

Case 3.2.9: FRI of American REITs Index Fund: Benefits and Risks

Case 3.2.10: ETF Fund ICF Based on REITs: Benefits and Risks

  3.3 Transaction Analysis of Funds

Case 3.3.1: Price Trend of SSE 50ETF

Case 3.3.2: Price Follow-up Comparison of Standard & Poor's 500 ETF Funds

Case 3.3.3: Follow-up Comparison of Return Rate of Standard & Poor's 500 Index ETF Funds

Case 3.3.4: Risk Follow-up Comparison of Standard & Poor's 500 Index ETF Funds

Case 3.3.5: Comparison of Four Structural Styles of ETF Funds

Home assignments: short case assignments, choose two case templates in this chapter, change case information, provide case results and explain them.

CHAPTER FOUR: BASIC ANALYSIS OF FUTURES

[Main knowledge points] Futures: futures contracts, the leverage of futures, and the general arbitrage strategy of futures; Trading analysis of futures: agricultural products futures, mineral futures, precious metal futures and the impact of delivery date on prices; Financial futures: stock index futures, treasury bonds futures, conversion factors of treasury bonds futures, and foreign exchange futures.

  4.1 Futures, Leverage and Arbitrage Strategy

Case 4.1.1: Corn Futures Contract of Dalian Commodity Exchange

Case 4.1.2: Leverage of Futures

Case 4.1.3: Futures Arbitrage Strategy: Cross-commodity Arbitrage, Cross-market Arbitrage, and Inter-period Arbitrage

  4.2 Analysis of Futures Trading

Case 4.2.1: Agricultural Products Futures: Analysis of Chicago Soybean Futures Price Trend

Case 4.2.2: Mineral Futures: Price Trend Analysis of Copper Ore Futures in New York

Case 4.2.3: Precious Metals Futures: Analysis of the Price Trend of New York Gold Futures

Case 4.2.4: Impact of Delivery Date on Futures Price Trend

  4.3 Three Common Financial Futures

Case 4.3.1: Contract Terms of Shanghai and Shenzhen 300 Stock Index Futures

Case 4.3.2: Price Multiplier of Stock Index Futures

Case 4.3.3: Theoretical Price of CSI 300 Stock Index Contract

Case 4.3.4: Contract Value of CSI 300 Stock Index Futures

Case 4.3.5: Leverage of Shanghai and Shenzhen 300 Stock Index Futures

Case 4.3.6: Handling Fee of CSI 300 Stock Index Futures IF

Case 4.3.7: Follow-up of Stock Index Futures in American Market

Case 4.3.8: Terms of Treasury Bond Futures Contracts

Case 4.3.9: Medium and Long-term Treasury Bond Futures in the US Market

Case 4.3.10: Conversion Factor of Treasury Bond Futures

Case 4.3.11: Influence of Coupon Rate on Conversion Factor of Treasury Bond Futures

Case 4.3.12: Influence of Maturity Period on Conversion Factor of Treasury Bond Futures

Case 4.3.13: Exchange and Trading Unit of Foreign Exchange Futures

Home assignments: short case assignments, choose two case templates in this chapter, change case information, provide case results, and explain them.

CHAPTER FIVE: THE BASIC ANALYSIS OF OPTIONS

[Main knowledge points] Options: call options, put options, option trading strategies; Value analysis of options: intrinsic value, time value, option chain; Five risk indicators of options.

5.1 Options and Trading Strategies

Case 5.1.1: SSE 50ETF Option Contract

Case 5.1.2: Trading Strategy of Call Options

Case 5.1.3: Trading Strategy of Put Option

5.2 Value Analysis of Options

Case 5.2.1: Stock Option Chain: Apple Stock Option

Case 5.2.2: Stock Index Option Chain: S&P 500 Stock Index Option

Case 5.2.3: Treasury Bond Option Chain: US Debt Option with more than 20 Years

Case 5.2.4: Evaluating Trend of Stock Price Change based on Options: JD

5.3 Value Risk of Options

Case 5.3.1: Five Risk Indicators of Options

Home assignments: short case assignments, choose two case templates in this chapter, change case information, provide case results, and explain them.

CHAPTER SIX: BASIC ANALYSIS OF SECURITIES MARKET

[Main knowledge points] Stock exchanges; Securities market index and its compilation method; Trend of stock market index; Stock market yield; Risks in the securities market.

6.1 Global Stock Exchanges

Case 6.1.1: Major Stock Exchanges in Asia

Case 6.1.2: Major Stock Exchanges in America

Case 6.1.3: Major Stock Exchanges in Europe

Case 6.1.4: Major Stock Exchanges in the Middle East and Africa

6.2 Securities Market Index and Its Compilation Method

Case 6.2.1: China's Major Stock Price Index

Case 6.2.2: Compilation Method of Shanghai and Shenzhen 300 Index

Case 6.2.3: Major Stock Price Indexes of Other Asian Countries

Case 6.2.4: Major Stock Price Indexes in America

Case 6.2.5: Major Stock Price Indexes in Europe

Case 6.2.6: Classification of China's Major Bond Price Index

6.3 Trend Analysis of Securities Market Index

Case 6.3.1: Market Change Trend of China Market

Case 6.3.2: Comparison of Market Trends in Securities Markets: Shanghai Composite Index vs Shenzhen Component Index

Case 6.3.3: Comparison of Securities Market Trends: Mainland China vs Hong Kong, China

Case 6.3.4: Comparison of Securities Market Trends: China vs Japan

Case 6.3.5: Comparison of Securities Market Trends: China vs Korea

Case 6.3.6: Comparison of Securities Market Trends: China vs America

Case 6.3.1: Comparison of Securities Market Trends: China vs India

6.4 Analysis of Income and Risk of Securities Market

Case 6.4.1: Comparison of Dynamic Returns of Major Securities Markets in the World

Case 6.4.2: Comparison of Return on Holding in Major Securities Markets in the World

Case 6.4.3: Comparison of Index Fluctuation Risks in Major Global Securities Markets

Case 6.4.4: Comparison of Volatility Risk of Return Rate in Major Securities Markets in the World

Case 6.4.5: Comparison of Fluctuation Risk of Holding Return Rate in Major Global Securities Markets

Case 6.4.6: Comparison of Risk of Fluctuation Loss of Holding Rate of Return in Major Global Securities Markets

Home assignments: short case assignments, choose two case templates in this chapter, change case information, provide case results, and explain them.

No.: 86 - **ECTS**: 2 (32 h)   **Code**: SM2210   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **ZHANG Dongsong** (University of North Carolina at Charlotte)

Management   Decision Making Analysis and Technology Support

Course Description: Decision making is essential and pervasive in today's society and our daily life. This course is intended to give students a comprehensive overview of decision-making concepts, process, and strategies, and introduce a variety of information technologies that are often used to support decision making in real-world applications. The course will cover fundamental issues in decision making，analysis, and technology support, including, but not limited to, decision making strategies, decision models, as well as introduction to intelligent decision support technologies such as expert systems, data and text mining, machine learning, and recommender systems. The course material and discussion will be tightly associated with real-world decision making problems and applications. It will help broaden the vision of students, improve their knowledge on decision making and support, understand the importance and application of information technologies to decision making, and provide a solid foundation for students' future careers.

Course syllabus

Chapter1   Introduction and basic concepts of decision making

Chapter2   Decision strategies

Chapter3   Decision modelling

Chapter4   Data warehouse and business analytics

Chapter5   Text mining and group decision support systems

Chapter6   Intelligent decision support systems

Chapter7   Artificial neural networks

Chapter8   Recommender Systems and Applications

No.: 87 - **ECTS**: 2 (32 h)   **Code**: SM2211   Course time: 8:00-11:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Cho Sung Eui** (Gyeongsang National University, Korea)

Management   Data Economy and Strategy

Course Description: This course explores the service model, business model, and strategy in the data-driven digital and intelligent economy. Main industries include healthcare, education, fintech, retail, entertainment, and others generated by connecting business, public, and social sectors. The economic paradigm shift driven by technology, data, and artificial intelligence requires changes in existing service models, business models, and strategy in terms of theory and practice. This course focuses on how entrepreneurs can use data and artificial intelligence technologies to innovate, improve competitiveness, and create new businesses and industries.

This course includes three main parts. The first part introduces the economic paradigm shift. It reviews the economic history in terms of economic paradigm shifts and introduces the intelligent economy and beyond, including new business frames, ecosystems, industry structure changes, and business innovations. The second part deals with developing the service and business model using big data, AI, metaverse, and robotics, including idea generation, design, experimentation, business plan writing, and case analysesThis part discusses 1) personalization, virtualization, and cyber-physical systems, 2) privacy, safety, and security issues, 3) human-machine collaboration, 4) authority, governance, responsibility, and 5) ecosystem, cooperation, and symbiosis in the service and business model design. It also addresses developing converged services and business models by connecting business, social, and public sectors. The third part discusses the strategic issues in the digital and intelligent economy, focusing on new strategic frames and requirements, the multifront strategy as a new strategic framework. This part includes discussions on the relationship between the service models, business models, and strategy in the intelligent economy and beyond.

Course syllabus
Course Contents

Part 1: Paradigm shifts in the economy

Lecture 1: Paradigm shifts in economic history

Lecture 2: Intelligent economy and beyond: New ecosystems

Part 2: Service and business model using big data

Lecture 3: Intelligent ecosystems: Big data, AI, metaverse, robotics

Lecture 4: Viable service models: New services and cases

Lecture 5: New business models: Design and critical issues

Part 3: New strategy

Lecture 6: New frames and requirements

Lecture 7: The multifront strategy: Shaping the strategy

Lecture 8: Summary and Conclusion

Lecture and discussion 1 Paradigm shift in the economy

What is changing in the economy at present?

What will be new experiences in the new economy?

Lecture and discussion 2 Intelligent economy and beyond: New ecosystems

What are the characteristics of new ecosystems?

What will be the prevalent economic models in the future?

What are the representative industries significantly influenced by big data and AI?

Lecture and discussion 3 Intelligent ecosystems: Big data, AI, metaverse, robotics

What are the roles of big data, AI, metaverse, and robotics in the intelligent ecosystem?

What are new phenomena in business models in the intelligent economy?

Why do cooperation and symbiosis emerge as new challenges in business models?

Lecture and discussion 4 Viable services models

What are the changes and innovations in service models?

How should personalization, virtualization, and cyber-physical systems be considered?

How can privacy, safety, and security issues be managed?

How can service models be designed?

Lecture and discussion 5 New business models: design and critical issues

How can business models be designed?

How can business model design frameworks be used?

How should authority, governance, and flexibility issues be considered?

How should human-machine collaboration be adopted in business models?

What are viable structures of hybrid business models?

Lecture and discussion 6 New frames and requirements

What are new strategic frames in the intelligent economy?

What are the frames to be considered except competition?

What are the requirements of the strategy in the intelligent economy?

Lecture and discussion 7 The multifront strategy: Shaping new strategy

What is the concept of the multifront strategy?

Why is the multifront strategy required?

How can the strategy have dynamic capabilities, flexibility, and agility?

Lecture and discussion 8 Summary and conclusion

What are the capabilities required for future businesses?

What should businesses do for the future economy?

What should government do for the future economy?

Part 1:

Chapter 1: Evolution of economic system

Chapter 2: Business model in digital age

Part 2:

Chapter 3: Concept, components, and design

Chapter 4: Creativity, idea sourcing, and experimentation

Chapter 5: Exploring cases: Platform, sharing, cloud sourcing, and new media

Chapter 6: New opportunities in social sector

Chapter 7: International business models

Part 3:

Chapter 8: Business model and strategy

Chapter 9: Business plan writing

Chapter 10: Entrepreneurs and entrepreneurship

No.: 88 - **ECTS**: 2 (32 h)   **Code**: SM2212   Course time: 18:00-21:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Jorge MERLADET** (IE University, Madrid, Spain)

Management   VALUATION OF PRIVATELY-HELD COMPANIES: A REAL CASE

Course Description: During this course students will develop a valuation model specifically for a real case of a midsize private company and two other special cases: an adaptation of the model for LBOs and a model for Start-Ups & Venture Capital.

Parallel to the resolution of the cases, the students will be instructed on the core fundamentals of corporate valuation. They gain the in-deep knowledge that is required to adjust financial models to the specifics of complex situations such as illiquidity, control and other that can be found in family and closely-held companies. They will also learn about the most common market practices in M&A and private equity.

By the end of the course, they will present their offers to buy the company and they will discuss possible alternative outcomes to the case and, finally, they will learn about the transaction that actually happened.

Midsize companies are the heart of industrial Europe. Valuation techniques have mostly been developed in the US for larger corporations and therefore a combination of technical skills and social understanding is needed, so they can be used in the context of family-owned and privately-held companies in any country of the world, and particularly in the heartland of Europe. The course will provide a close look at strategic and financial thinking as seen the owner and the CEO of midmarket company.

Course syllabus
PART 1. VALUATION METHODS

Available info, discounted cash flows, the cost of capital and valuation of risk and the use of "comparables".

SESSION 1. Course Intro. Presentation of the case.

• The PRIVATELY HELD COMPANY: details and materials available for its valuation and sale.

• The role of the advisor and the private sale process.

• Alternative cases in VENTURE CAPITAL and START-UPS.

• VALUATION METHODS AND MARKET SEGMENTS

SESSION 2. The financial model.

• Projections and cash flows.

• Re-classification of the balance sheet items.

• The Sum-of-the-parts valuation.

• Off-balance sheet, non-recurring items, non-performing assets and other abnormalities.

• Projections: consideration of stability and growth.

• Cash flow calculation.

• Net debt and Equity Value

SESSION 3. The cost of capital, the consideration of risk and the discount of cash flows.

• The cost of debt and tax. The cost of default.

• The cost of equity: risk premium, beta and the access to cash flows. Risk premium and interest

• rates.

• The cost of illiquidity of small for size.

• The weighted average cost of capital.

• The terminal value.

• The discount of cash flows.

• Applicability issues for privately held companies. The required return of private non-diversified investors.

Teaching Note (HBS Case centre): Finance Reading: Cost of Capital (8293-PDF-ENG)

SESSION 4. Workshop. Solve the real case.

• Adjusting accounting to reflect actual recurrent business

• Perimeter of the deal, owner related issues

• Discussion on the model built by students: financial model, WACC (I)

• Q&A

SESSION 5. Comparable peers and multiples.

• Broadly used multiples: PE ratio, Dividend Yield, Price to Book.

• EV / EBITDA.

• Industry specific multiples and EV / Sales.

• The compensation of the multiples.

• Peer selection.

SESSION 6. Workshop. Solve the real case.

• Discussion on the model built by students: financial model, WACC (II)

• Comparable multiples from transaction and from quoted companies

• Other case specific issues and questioning the model

• Q&A

PART 2 - ALTERNATIVE MARKET LAYERS AND VALUATION TECHNIQUES: LBOS, VENTURE CAPITAL AND START-UPS

SESSION 7. The LBO model and other leveraged private deals

• The benefits of leverage and the use of debt.

• Usual practices in the private equity market and by the private equity funds.

• Other leveraged deals.

T.N.: Note on Valuing Equity Cash Flows (295085-PDF-ENG)

SESSION 8. The VENTURE CAPITAL market, models and valuations.

• How to build projections and financial models for new ventures.

• Capital needs.

• Expected returns.

• Applicable methods.

Case Study: OutReach Networks: First Venture Round (UV6569-PDF-ENG)

SESSION 9. The market for START-UPS - valuation and the investment formulae

• Capital calls.

• Financial structures.

• Return for investors.

PART 3. TRANSACTION TERMS

SESSION 10. Price and other transaction terms for privately held companies.

• Review of the role of the advisor and the private sale process: NDA, Non-binding offer, MOU, due diligence, SPA, closing, execution.

• Terms to be negotiated and the Term Sheet

• Due diligence

• Negotiation and "bridging the differences"

• Alternative price and payment clauses

• Warranties

T.N.: Finance Reading: The Mergers and Acquisitions Process (5242-PDF-ENG)

PART 4. SOLVING THE CASE AND TAKE-AWAYS

SESSION 11. Workshop. Solve the real case.

• Financial models for valuation

• Valuation methods applied

• Excel work

SESSION 12. Workshop. Solve the real case.

• Submit your offers

• Bidding contest

• Second round negotiations

T.N.: Negotiation? Auction? A Deal Maker's Guide (R0912L-PDF-ENG)

SESSION 13. Workshop. Solve the real case.

• Groups present the model for the seller and the model for the investor.

• The supporting documents: hiring the advisor, reporting to shareholders, the SPA.

• Strategy and price

SESSION 14. Take-aways

• Liquidity and control, valuation methods and adaptations

• Alternative models and valuation techniques for start-ups, venture, LBO and IPO

T.N.: Note on Valuing Private Businesses (201060-PDF-ENG)

No.: 89 - **ECTS**: 2 (32 h)   **Code**: SM2213   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **CHEN Minder** (California State University, Channel Islands)

Management   Entrepreneurship and Innovation

Course Description: This course provides an in-depth analysis of innovation in business and IT in the context of entrepreneurial management. We will evaluate the basic framework of entrepreneurship and the necessary characteristics of the successful entrepreneurs. Theories, issues, methods, and tools for improving creativity and innovation will be explored. Human-centered Design Thinking approach to creating technology viable and business feasible startups will be introduced. Business Model Canvas will be used to document and evaluate the validity of a startup. Lean Startup approach aims to shorten product development cycles by adopting a combination of business-hypothesis-driven experimentation, iterative product releases, and validated learning will be used. Students will learn how to use Lean Startup's Customer Development Model to test, develop, and scale innovative ideas into a successful startup company. Emerging technologies and trends in areas such as mobile computing and e-commerce will be discussed as enablers of business innovation. Several case studies will be used to facilitate course discussion.

Course syllabus

1.   Introduction to Entrepreneurship and Entrepreneurs

2.   Business Model Innovation and Business Model Canvas

3.   Rent-The-Runway Case Study

4.   Creativity and Design Thinking

5.   Value Proposition Design

6.   Customer Development Model

7.   Lean Startup

8.   E-Commerce

9.   Web 2.0 and Internet Marketing

10.   Business Plan

11.   Startup Business Strategy & Financing

12.   Innovation, Innovation Diffusion, and Product Lifecycle

No.: 90 - **ECTS**: 2 (32 h)   **Code**: SM2214   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Gert-Jan de Vreede** (University of South Florida)

Management   ## Collaboration Engineering: Designing and Facilitating Productive and Innovative Collaboration

Course Description: Collaboration is a fundamental ingredient of to enable and stimulate creativity and innovation in organizations. To facilitate productive and innovative teamwork, many organizations employ advanced collaboration technologies and processes. This course approaches collaboration from a variety of perspectives. It will provide frameworks to make sense of collaboration technologies and their application. It will illustrate experiences with collaboration techniques and technologies through a number of practical examples and exercises. It will focus on the practical application of best practices and scientific findings to successfully guide joint effort toward workplace goals. During the course, students will work with useful techniques for collaborative innovation, leadership, interpersonal collaboration, creative problem solving, facilitation, group process design, and collaboration engineering. The course will employ a mix of teaching methods: lectures, case examples, individual and group exercises, practical experiences with e-collaboration technology, group discussions, and coaching/self-reflection.

Course syllabus

1. Introduction

2. Foundations of Collaboration: A Seven-Layer Model of Collaboration

3. Collaboration technologies

4. Group Support Systems

    4.1 MeetingSphere Product development exercise

    4.2 The value of GSS

    4.3 Field experiences with GSS

5. Facilitation

    5.1 Facilitation basics

    5.2 Organizational challenges with facilitators

6. thinkLets

    6.1 thinkLets as facilitation best practices

    6.2 Examples and demonstrations of thinkLets

7. ThinkLets practicum

    7.1 Create subgroups

    7.2 Give assignments

        7.2.1 Design

No.: 91 - **ECTS**: 2 (32 h)   **Code**: SM2215   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **RUAN Lian** (University of Illinois Urbana-Champaign)

Management   Introduction of Hot Topics in the Library and Information Sciences in the United States

Course Description: This course is an introduction to hot topics for library and information sciences development and trends in the United States. It focusses on how emerging technology and other factors influence the development trends and hot topics of library and information science. It will expose students to a wider range of emerging topics and have an in-depth discussions on trends in the LIS fields with potential opportunities. By doing so it will demonstrate the relevance of library and information sciences in today's world. During the seminars and homework assignments, the students will be challenged to reflect on and argue about challenge issues and effective solutions about the future of library and information sciences.

Course syllabus

Lecture and seminar 1 Development Trends in Academic Libraries

Lecture and seminar 2 Strategic Planning in Academic Libraries

Lecture and seminar 3 Digital Library Management

Lecture and seminar 4 Digital Humanities and iSchool in Illinois

Lecture and seminar 5 Research Data Management

Lecture and seminar 6 Makerspace

Lecture and seminar 7 The Design of Library Buildings in the 21st Century

Lecture and seminar 8 High Density Storage

Lecture and seminar 9 The Role of Libraries in Disaster Emergency Management

Lecture and seminar 10 Knowledge Management: A Case Study

Lecture and seminar 11 Research Methods and How to Publish English Papers

Lecture and seminar 12 The Impact of the Pandemic on the Future of the Libraries

No.: 92 - **ECTS**: 2 (32 h)   **Code**: SM2216   Course time: 8:00-11:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **WU Yejun** (Louisiana State University)

Management   Critical Thinking and Business Intelligence Analysis

Course Description: This course introduces critical thinking methods, a target-centric approach to intelligence analysis, and the application of critical thinking and intelligence analysis approaches to business intelligence analysis. Upon completion of the course, students should be able to:

understand the importance of critical thinking,

apply critical thinking to problem analysis, and can use critical thinking to analyze problems,

understand the target-centric approach to intelligence analysis,

apply critical thinking and intelligence analysis approaches to business intelligence analysis.

To reach those objectives, we will then use readings, lectures, in-class group discussion, hands-on exercises, and case studies to discuss critical thinking and business intelligence analysis. Homework assignments will be used to strengthen the learning outcomes.

Course syllabus

There will be 8 class sessions, including 7 lecture sessions, each of which is three hours, and 1 final examination session. The following is the main content of the course.

1.Critical thinking: definition, problems, elements of thought

2.Cognitive and perception bias, media bias

3.Intelligence analysis: model, process and approach

4.Structured analysis techniques

5.Denial, deception, and signaling

6.Business intelligence: key concepts and sources

7.Business intelligence: ethics

8.Strategic analysis techniques

9.Competitive and customer analysis techniques

10.Environmental analysis techniques

11.Evolutionary analysis techniques

12.Financial analysis techniques

No.: 93 - **ECTS**: 2 (32 h)   **Code**: SM2217   Course time: 18:00-21:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Jie Meng** (Loughborough University)

Management   ## Digital Technologies in Marketing Communication and Creative Media

Course Description: This module introduces the concept of analytics in digital marketing ideas and cases of industrial practices as it is widely practised in the 21st century and has become a megatrend of the digital era.

This module introduces how the different approaches by marketing managers to support company strategic implementations are used and informed by their digital tools or related data. The module will be focusing the rationale and practice of digital marketing design, product, service, process, technology, and even ideology and how to generate meaningful results to help the business to develop innovative products/experiences or to streamline the business operation.

Students will (1) understand the context and techniques in marketing contexts, (2) evaluate and apply suitable digital marketing ideas to reshape them by targeting customers, and (3) generate marketing intelligence for presentation. In the assessment, you will also have an opportunity to orally present in the group and write a written report on a digitalisation task emerging from your chosen scenario. To fully enjoy this module, you will need to be committed to seminar and workshop activities, extend your reading horizon, and spend some time off the class for group work.

Course syllabus

Lecture 1 Digital Technologies and Applications in Marketing Communications

o To understand the digital technologies landscape in modern marketing communication and creative media

o To gain insights into evolving consumer behaviour and social trend

o To be clear the motivations to hunt for new ideas and gain an updated overview of the practices in digitalisation

o To be informed of the class synopsis and know the assessment details

Lecture 2 Content Design and Optimisation

o To evaluate the scope and level of web marketing

o To understand the significance of content creation in design

o To gain a view of customer online experience with regards to information browsing and searching

o To know the rationale of SEO and own the basic tactics to improve web performance

Workshop 1 Immersive Experience

o To understand the mixed reality and its impacts on neuroscience

o To develop towards theorisation on the virtual presence and cognition

o To leverage experiential marketing and immersive content

o To learn from more practices

Lecture 3 Gamification

o To understand the role of games in marketing communication

o To decompose gamification mechanism- a term different but related to the game

o To develop profit engine –key components of monetisation and business model

Workshop 2 SNS, Social Listening, Crowd Sourcing

o To understand information flows on Social Media

o To see through the driving forces of Webcasting

o To unmask the crowdsourcing

Lecture 4 Mobility and Locality

o Mobility and locality – an antonym to each other

o To be updated with the business landscape of using mobile technology

o To know the features in business operation

o To develop strategies to boost conversion of online and brick-and-mortar experience

Workshop 3 Omni-channel Management, Dynamic Pricing and Business Ecosystem

o To understand the customer's single view and omnichannel communication

o To review disruptive technologies in dynamic pricing

o To innovate the business model and business ecosystem

o Story-telling video production- Assessment

No.: 94 - **ECTS**: 2 (32 h)   **Code**: SM2218   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Yunchang Jeffrey Bor** (Chinese Culture University)

Management   Environmental Economics and Policy

Course Description: There are two basic observations for today's socio-economic development:

1. Socio-economic development sounds nothing to do with the Earth, the planet of which we live.

2. There are always over-pollution while pursuing economic development.

The course try to connect the studies of economics and environmental science. Communication between two studies is important for answering the above two questions. The general purpose of this course is to offer undergraduate students a clear perspective of the relationship between market activity and environment. The behaviors of producers and consumers are heavily involved in exploring the complex relationship between economic development and environment. This course will illustrate in a practical manner how economic tools such as market instruments and benefit-cost analysis can be used to assess environmental problems and to evaluate policy solutions. This course will also introduce the battle between efficiency and equity. In modern day, social responsibility becomes a very important business concept for most of the corporations and organizations. This course is going to sharpen the modern environmental thinking and ability for students.

Course syllabus

1   Introduction & preparation

2   Living environment

3   Background of economics

4   Economics and environmental problems

5   Environmental quality and market failure

6   Environmental pollution and control policy

7   Market mechanism and pollution control policy

8   Environmental benefit and cost analysis

9   Sustainable development

10   CVM assessment for water quality improvement

11   Product charge for recycling system

12   Green tax policy and simulation

13   CSR case study: Triple-E Institute's Refurbished Computer Project

14   Student group report

No.: 95 - **ECTS**: 2 (32 h)   **Code**: SN2201   Course time: 14:00-17:30

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Hao Sun** (Renmin University of China)

Science and Engineering   Introduction to Interdisciplinary Artificial Intelligence

Course Description: This course is an introduction to interdisciplinary artificial intelligence (AI). AI has been very popular over the years and widely applied in many areas such as industrial engineering, manufacturing, finance, social good, and scientific discovery. Interdisciplinary thinking is one of the most important components. This course will introduce the fundamental concept of AI (e.g., machine/deep learning) and its connection to different domain-specific applications, including computer vision, recommender systems, natural language processing, autonomous driving, robotic control, financial services, social good, medical services, human-machine gaming, scientific discovery, etc. The course will emphasize the introduction to domain-specific AI applications and guide the students to develop their creative interdisciplinary thinking when using AI to address practical problems.

Course syllabus

1.   Introduction to AI

2.   Fundamentals of Machine Learning

3.   Fundamentals of Deep Learning

4.   AI and Game Theory

5.   Interdisciplinary Applications of AI

•   Theme 1: Computer Vision

•   Theme 2: Recommender Systems

•   Theme 3: Natural Language Processing

•   Theme 4: Autonomous Driving and Robotic Control

•   Theme 5: Financial Services

•   Theme 6: Social Good

•   Theme 7: Medical Services

•   Theme 8: Human-Machine Gaming

•   Theme 9: Scientific Discovery

No.: 96 - **ECTS**: 2 (32 h)   **Code**: SN2202   Course time: 14:00-17:30

Timetable: 2022-07-11/12/13/15/16/17/19/20

Instructor: **Han Ruimin** (Renmin University of China)

Science and Engineering   Chemistry for Food and Health

Course Description: This course, Chemistry for Food and Health, will introduce the history, present status, and frontier research fields of food chemistry and its applications for improvement of food quality and safety, and for healthy nutrition. Scientific knowledge will be explained with main nutritional components in food and the examples in our daily life. You may understand something behind food you do not know by your eyes or by your mouth.

Course syllabus

1、Preface: the history of food chemistry.

2、Water in food

3、Food carbohydrates and health

4、Food lipids: healthy and less healthy

5、Food proteins in milk, meat, eggs and beans

6、Vitamins and minerals

7、Food pigments: The colours of life

8、Flavours and off-flavours in food

9、Food additives: Are they necessary?

10、Molecular gastronomy: the art of cooking

Science and Engineering   Introduction to Computability and Complexity

Course Description: The course is an introduction to the theory of computation and to complexity theory for students in mathematics.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION :

1.1 Introduction to the course

1.2 Rudiments in Mathematical Logic

Questions and assignment:

1. What is a computable function?

2. What is an algorithm?

CHAPTER TWO: Theory of Computation

2.1 Models of computation : from recursive function to Turing Machines and RAMs.

2.2 An overview of basic results on computability

Questions and assignment:

1.   What are the limits of computation?

2.   What can be computed?

CHAPTER THREE: Complexity Theory:

3.1 Measures of Complexity: Space and time

 3.2 Introduction to the theory of NP-completeness

 3.3 An overview of basic results in complexity theory

3.4 A logical approach of complexity

Questions and assignment:

1. What is the question P=NP?

2. How a problem can represent the complexity of a whole class of problems?

No.: 98 - **ECTS**: 2 (32 h)   **Code**: SN2204   Course time: 18:00-21:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Gong Xinqi** (Renmin University of China)

Science and Engineering   Mathematical Principles of Artificial Intelligence

Course Description: Mathematical Principles of Artificial Intelligence introduces some basic theoretical and application foundations of artificial intelligence, which will consist of three parts: (1) The statistical and optimization principles, focusing on statistical learning theory and classical optimization skills. (2) Deep Learning basics, algorithms and experiments, including CNN, GNN and Transformer. (3) Applications of artificial intelligence in bioinformatics, biomedical image and big data analysis and predictions.

Course syllabus

1.   Basic concepts, terms and models of neural network

2.   Optimization of neural network

3.   Deep learning and convolutional network

4.   Causal inference in statistics: a primer

5.   Graphical neural network: theory and algorithm

6.   Transformer: algorithm and test

7.   Applications: CNN, GNN and transformer in bioinformatics and big data

8.   Project presentation and discussion

No.: 99 - **ECTS**: 2 (32 h)   **Code**: SN2205   Course time: 8:00-11:30

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Runhuan Feng** (University of Illinois at Urbana-Champai)

Science and Engineering   Risk Modeling and Analytics

Course Description: In the increasingly complex and interconnected financial markets around the world, risk modeling and analytics have become a critical area of research and development. This course introduces the theoretical foundation and applications of mathematical and statistical tools for dependence modeling.

Course syllabus
CHAPTER ONE: INTRODUCTION TO RISK MODELING：

 1.1 Loss distributions

 1.2 Multivariate models

CHAPTER TWO: RISK MEASURES

 2.1 Value-at-risk

 2.2 Conditional tail expectation

2.3 Coherent risk measure

2.4 Tail value-at-risk

2.5 Distortion risk measure

2.6 Scenario risk measure

2.7 Statistical inferences

CHAPTER THREE: MULTI-VARIATE MODELING

 3.1 Multi-variate normal distribution

3.2 Normal mixture distribution

3.3 Spherical and elliptical distributions

3.4 Statistical inferences

CHAPTER FOUR: COPULA MODELING

4.1 Extreme cases of dependence

4.2 Introduction to copula

4.3 Archimedean copula

4.4 Elliptical copula

4.5 Vine copula

4.6 Statistical inference

CHAPTER FIVE: DEPENDENCE MEASURE

5.1 Pearson correlation coefficient

5.2 Concordance measure

5.3 Kendall correlation coefficient

5.4 Spearman correlation coefficient

5.5 Statistical inference

CHAPTER SIX: RISK AGGREGATION AND CAPITAL ALLOCATION

6.1 Risk aggregation

6.2 Variance-covariance approach

6.3 Model uncertainty approach

6.4 Capital allocation

6.5 Euler's principle

6.6 Holistic principle

CHAPTER SEVEN: RISK SHARING

7.1 Risk sharing

7.2 Pareto optimal risk sharing

7.3 Fair risk sharing

7.4 Peer-to-peer insurance

7.5 Conditional measure risk sharing

7.6 Peer-to-peer network risk sharing

7.7 Peer-to-peer network hierarchical pool

No.: 100   - **ECTS**: 2 (32   **Code**: SN2206   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Weijie Su,Yuling Jiao** (The Wharton School, University of Pennsylvania,Wuhan University)

Science and Engineering   Topics in Statistical Machine Learning

Course Description: Last two decades have witnessed an explosion of available information in almost all fields from academic to industry. Massive data of ultra-high-dimensional, complex structured or even unstructured, dynamical, and heterogeneous have been continuously producing, collecting, storing, and becoming more affordable to industrial institutions, academic researchers, investors, and individuals. Learning from these unprecedented large volume data and making accurate data-driven predictions and decisions bring great challenges to both algorithm-driven machine learning and traditional statistics. Statistical machine learning emerged in response to these challenges by emphasizing on statistical models and concepts, and particularly, the assessment of uncertainty. A vast range of fields have been influenced by the development in statistical machine learning such as bioinformatics, control, environmental science, economics, finance, genomics, genetics, information communication, management science, networking, signal processing, etc.

The aim of this course is to introduce some fundamental principles in statistical machine learning, as well as to provide some fundamental methods including modern models/algorithms. Some modern topics will be discussed as well.

Course syllabus

•   Introduction to convex optimization

•   Generalizing error and PAC framework

•   Review of linear model: regression, model selection, regularization

•   Ensembles: classification and decision trees, bagging, random forests (theory if time allows)

•   Support vector machines (SVMs)

•   Kernel methods

•   Boosting

•   Maxent models: maximum entropy models, logistic regression

•   Ranking

•   Neural network (generalization error bounds)

•   On-line learning

•   Review of classical clustering

•   Nonlinear embedding

•   Factor model and modern topics

- Robust inference and its applications to statistical learning

- Linear model

- Nonsmooth optimization

- Neural networks

- Some theoretical tool to understand linear model and neural netwoks

Learning Outcomes and Expectations: The students are able to understand the theory behind various statistical estimation and inference techniques and are capable to provide theoretical justification and understanding of statistical methods in practice. The students are highly recommended to spend at least six hours outside of instructional time on reading, homework, and exam preparation.

Upon completing this course, the students are able to tackle modern data analysis problems by:

- selecting the appropriate models/methods and justifying your choices;

- implementing these methods programmatically using language like R or Python and evaluating your results statistically; and

- having some theoretical tools/senses to understand the properties of modern statistical machine learning methods and techniques.

No.: 101   - **ECTS**: 2 (32   **Code**: SN2207   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Feifang Hu** (Renmin University of China)

Science and Engineering   Statistical Thinking and Its History

Course Description: This course introduces the statistical thinking and its history. Data (information) arises from both experimental and observational studies and in a wide range of applications e.g. biomedical, pharmaceutical, social sciences, business, reliability etc. Statistical thinking plays a more and more important role in collecting, understanding and analysis of these information. In this course, we will provide a journal of some great statistical ideas and methods from historical point of view. Course Outline:

☐   Statistics in 17th and 18th centuries, from games of chance (gambling) to probability. Normal distribution: the history, main properties and the importance.

☐   The method of least squares: the history, main idea, and the importance.

☐   The idea of likelihood: the history, the applications, and the importance.

☐   Hypothesis and P-value: the history, main idea, and the importance.

☐   The design of experiments: the history, main idea, and the importance. Design of clinical trials and modern drug developments.

☐   Bayesian statistics: the history, main idea, and the importance.

Course syllabus
Lecture and seminar 1   Introduction to Statistics

Introduction to the Statistics in 17th and 18th centuries: From gambling to probability.

Introduction to the normal distribution

   History

   Main properties

   Importance

Lecture and seminar 2   The method of least squares

History

Main idea

Some examples

Lecture and seminar 3 Estimation

Moments, mean and variance

Some examples

The idea of likelihood

History

Applications

Some examples

Lecture and seminar 4 Hypothesis Testing and P-value

Hypothesis Testing

History

Main idea

Some examples

P-Value

History

Main idea

Some examples

Lecture and seminar 5 Experimental data and observational data

Difference

Some examples

Lecture and seminar 6 Design of experiments

History

Main idea

Some examples

Lecture and seminar 7 Design of clinical trials

Design of clinical trials and modern drug developments

History

Some examples

Adaptive Designs of Clinical Trials

The idea

The advantages

Lecture and seminar 8 Bayesian statistics

History

Main idea

Some examples

No.: 102   - **ECTS**: 2 (32   **Code**: SN2208   Course time: 18:00-21:30
h)

Timetable: 2022-07-13/15/18/20/22/25/27/29

Instructor: **Qiqi Jiang** (Copenhagen Business School)

<p style="text-align:center">Science and Engineering   Digital Experiment Design and Analysis</p>

Course Description: The objective of this course is to provide students with an understanding of causality in empirical research, and why experiments are so useful to uncover causal relationships. It is tailored for students with an interest in doing research in areas such as behavioural economics, consumer behaviour, organizational behaviour, and strategy.

The course covers a variety of topics, including the formulation of research hypotheses, the construction of experimental designs in the lab and field, the development of experimental tasks and stimuli, how to avoid confounds and other threats to validity, procedural aspects of administering experiments, and the analysis of experimental data. We also discuss methods for observational data, where the researcher cannot actively design an experiment, but has to rely on variation from natural or quasi experiments. We make heavy use of simulation to build an intuition for when these methods work well, and when they are better avoided.

Sessions are conducted in an interactive seminar format, with extensive discussion of concrete examples, challenges, and solutions.

Course syllabus
CHAPTER ONE: GENERAL INTRODUCTION：

  1.1 Introduction to the course

  1.2 The experiment in HCI research

 1.3 Difference between digital experiment and traditional experiment

Questions and assignment:

1. Why do we need to conduct experiment?

2. Pros and Cons in digital experiment

CHAPTER TWO: Experiment Design

  2.1 Effective and Precise design digital experiment

  2.2 Target the subjects

 2.3 Randomization

Questions and assignment:

1. Similarities and differences among "lab experiment," "field experiment," and "digital experiment"?

2. How to set up valid sample and randomization

CHAPTER THREE: Experiment Data Analysis

  3.1 Analysing multi-armed design

3.2 Analysing factorial design

3.3 Analysing longitudinal design

Questions and assignment:

1. How to choose right method to analyze right experimental design

2. How to precisely use the statistical tools to analyze experimental data

No.: 103   - **ECTS**: 2 (32   **Code**: SN2209   Course time: 14:00-17:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **LING Zong** (IBM Almaden Research Center)

Science and Engineering   Information Technology Services Applications

Course Description: The course is designed to introduce IT service systems in a variety of enterprise and service industry settings. The IT history, components, and infrastructures will be reviewed. The economics of service systems in the context of the firm, industry, US and world economy will be discussed. The fundamental IT service management skills, strategies, and methodologies along with IBM service experience will be demonstrated. The reading materials and class room lectures will be integrated with IT service system concepts, operational strategies, practical experience, and organizational issues.

Students will learn about the implementation of IT service systems from the system architectures, application challenges, and service principles, through the case study such as Cloud Computing, Big Data, Internet of Things, Virtual Reality, Metaverse, Smarter Planet and Smarter Cities, Cognitive Business/Computing/Era, towards the better preparation for IT service system design and operation in real world.

The marketplace is moving away from the traditional division of labor between technical and business specialists. Along with the profit chains in IT industry, jobs that require only technical skills are being outsourced from USA where was the originality of IT technology. The MBA graduates with general management training have become a commodity and the BSs with IT knowledge have been the minimal job requirement in current enterprise.

As the foundation of the training sessions in IT service programs, this course will leverage the students into a much stronger position in further job market because they will be trained to do more than pure technique, more complex, and higher-valued work. The students will be prepared to provide solutions to the problems in a wide range of service activities, including information technology, customer service, technical support, and project/service management.

The students completed this course will be trained simultaneously from business process analysis, career development and organizational behavior to develop IT service solutions. These should be highly rewarding careers, in terms of both compensation and job satisfaction.

Course syllabus
The course describes in a readily understandable way on how IT Services should be implemented, including

Unit1 (4 periods) IT Service Management Overview - scanning the research work in the fields of service science, management, and engineering

Unit2 (4 periods) IT Infrastructure, Software As A Service - reviewing the concepts and histories of computer platforms and operating systems, network, data storage, and applications; envisioning the trend of software development.

Unit3 (4 periods) IT service strategy, methods, and case study – demonstrating the practical and successful approaches for IT services

Unit4 (4 periods) IT Infrastructure Library (ITIL), IT Service Case Study

Unit 5 (4 periods) IT Service Topic 1: Big Data, Cloud Computing，Blockchain， Virtual Reality，Metaverse

Unit6 (4 periods) IT Service Topic 2: Internet of Things, Smarter Cities，Quantum Technology Applications

Unit7 (4 periods) IT Service Cases 3: Cognitive Computing, IBM Watson

Unit8 (4 periods) IT Service team building – introducing the mechanisms for building up an effective IT service team

Unit9 (4 periods) Soft Skills in IT Service – discussing the methods for communicating inside and outside of the IT project/service teams, and the skills for effective negotiation and presentation for the IT services

Unit10 (4 periods) An introduction to IBM – exhibiting the structure and culture of IBM from the perspectives of IT Service Applications

Examination (2 periods) Answering 50 Questions (Close-book)

Daily Homework: 4 questions per unit

No.: 104   - **ECTS**: 2 (32   **Code**: SP2201   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/12/13/14/18/19/20/21

Instructor: **Leslie Holmes** (University of Melbourne)

Politics Introduction to Comparative Politics

Course Description: This subject introduces students to comparative politics. There are many different aspects of and approaches to comparative politics, but all agree that it involves comparing at least two - and often many more - units of political analysis (e.g. states, types of political system, electoral systems, areas of policy). Our focus will be on states and types of political system. One major theme will be the extent to which political culture (which will be defined) appears to explain differences between political systems. The subject will range across various types of system around the world.

Upon successful completion of this subject, students are expected to be able to:

•   explain some of the main methods used for comparing political systems

•   describe the principal features of the main types of political system

•   provide concrete examples of the main types of political system

•   better understand advanced English, with particular reference to political and social science terminology

Course syllabus
1.   What is Comparative Politics, and why study it How do we study it What units and processes do we study

2. Political Culture and Socialisation; Stages of Development

3. Types of Political System 1: Authoritarianism and Totalitarianism; Models & Ideal Types

4. Totalitarian Systems – Nazi Germany

5. Totalitarian Systems – The USSR

6. Authoritarian Systems – Myanmar (military)

7. Types of Political System 2: Transitional states (Latin America; Southern Europe; Post-Communist Systems, esp. Poland)

8. Hybrid Systems – Iran

9. Developing and 'Failed' States

10. Types of Political System 3: Democracy (inc. party systems; presidential [-ist], parliamentary and mixed systems; liberal democracy, social democracy and republicanism; majoritarian and consensual democracies)

11. Presidential(-ist) democracy – the USA

12. Mixed (semi-presidential) democracy – France

13. Parliamentary majoritarian democracy – the UK

14. 'Managed' Democracy – Russia

15. Macro-regional comparison – EU and Asia

16. The current state of democracy; Alternative approaches to Comparative Politics; current and future agendas of Comparative Politics (inc. globalisation and mediatisation as two principal challenges to states)

No.: 105   - **ECTS**: 2 (32   **Code**: SP2202   Course time: 8:00-11:30
  h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **JIN Xi** (Renmin University of China)

Politics International Relations in Movies

Course Description: This course seeks to create an exciting and active learning process to acquaint students with the core traditions of the discipline of international relations and the practices of global affairs. By using movies, instead of merely relying on textbooks and lectures, it hopes to help students understand basic IR concepts and issues, and to prepare them for future studies in this field.

Course syllabus

Week 1   Course Introduction: Film as a Pedagogical tool in teaching IR   Film and IR

   Week 2   Idealism vs. Realism 1 (The Remains of the Day)

   Week 3   Idealism vs. Realism 2 (Lord of the Flies)

   Week 4   Feminism (Elizabeth)

   Week 5   Nuclear Deterrence & Cuban Missile Crisis (Thirteen Days)

   Week 6   Ethnic conflict and humanitarian intervention (Hotel Rwanda)

   Week 7   Terrorism & Israeli–Palestinian conflic t(Munich)

   Week 8   Environment and Global Goverenance (The Day After Tomorrow)

No.: 106   - **ECTS**: 2 (32   **Code**: SP2203   Course time: 18:00-21:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Dan Hough** (University of Sussex, UK)

Politics   Corruption Analysis

Course Description: "Corruption" in the words of the World Bank "is the single greatest obstacle to global economic and social development. It distorts the rule of law and weakens the institutional foundation on which economic growth depends". For this and other reasons corruption now occupies a central place as an issue of public concern across the democratic world.

Yet, the problem of corruption – in all its different guises – is not a new one. For as long as humans have conferred authority on rulers there has always been the threat that those rulers will use that authority for personal, rather than public, advantage. Despite the longstanding and intimate connection between politics and corruption, analysis of the 'dark side' remains relatively under-studied.

The objective of this course is to shed some light on this 'dark-side' by developing analytical and theoretical tools that will allow us to analyse corruption across both time and space. It begins by analysing exactly what we understand 'corrupt' behaviour to be and how this appears to differ (often quite starkly) across national boundaries. Do humans appear to be naturally corrupt If so, does this matter Is corrupt behaviour absolute and universal or does it depend on location and context Indeed, can corruption sometimes even be a good thing

Armed with the appropriate analytical tools, the course examines specific examples of corruption across the developed and developing worlds, ranging from systematic abuses of power by parties and politicians to small-scale, almost trivial, petty misdemeanours. This analysis then provides a foundation for examining what reforms might contribute to lessening instances of corruption.

Course syllabus
Session 1 – Defining Corruption

Session 2 – Measuring Corruption

Session 3 – What causes corruption

Session 4 – The Economy and Corruption

Session 5 – Tackling Corruption I: International Treaties and Agreements

Session 6 – Tackling Corruption ‖ : National Approaches to tackling corruption Discussion Core

Session 7 – Bottom up approaches to tackling corruption

Session 8 – Exam and Course Summary

No.: 107   - **ECTS**: 2 (32   **Code**: SP2204   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Kenton Clymer** (Northern Illinois University)

Politics The United States, Myanmar, and Southeast Asia

Course Description: Because of the intense interest that both the United States and China have taken in Burma/Myanmar in recent years, this course, "The United States, Myanmar, and Southeast Asia," will explore American relations with Myanmar in historical perspective, placing that relationship in the larger context of Southeast Asia generally. Students will write a short research paper examining American or Chinese relations with Myanmar during the past decade, essentially covering developments during the Barack Obama and Donald Trump administrations.

    The course will be organized chronologically, beginning with an exploration of early American connections with Burma and Southeast Asia. It will then move on to the American policy toward Burma's independence struggle with the British (in the context of how the United States responded to nationalist independence movements across the region), how the Cold War affected these relationships (notably how the United States related to the major neutral countries of the region, including especially Burma), and the emergence of military rule in Burma under General Ne Win. It will then examine the American response to the revolution against Ne Win's rule, the emergence of Aung San Suu Kyi and her ultimate emergence as the de facto leader of Myanmar's civilian government, and Aung San Suu Kyi's transition from icon to politician. It will conclude with a discussion of recent developments in the relationship. Throughout, it will examine the extent to which China was a factor in American policy toward Myanmar and Southeast Asia.

Course syllabus

Day 1: Early American involvement with, and perceptions of, Burma and Southeast Asia

Day 2: Nationalism and Independence Struggles in Burma and Southeast Asia

Day 3 The Perils of Neutrality: US policy toward Burma, Cambodia, and Indonesia in the Cold War

Day 4: Burma and the War in Vietnam

Day 5: Ne Win takes over

Day 6: The US response to the 8888 Revolution and the emergence of Aung San Suu Kyi

Day 7:   From Icon to Politician: Aung San Suu Kyi becomes the de facto leader of Myanmar

Day 8:   Where do we go from here   Possible future US relations with SEA. Student reports on recent US and Chinese policy toward Myanmar

No.: 108   - **ECTS**: 2 (32   **Code**: SS2201   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **JIN Haijun** (Renmin University of China)

Sociology   # Copyright Law in Creative Economy

Course Description: Copyright protects creative works and plays important role in creative economy. Today, with the development of digital technology and internet, there are much more challenges in the field of creative industries, as well as the opportunities. The study of these issues can help to understand the relationship between copyright and creative economy, such as how to make a legal framework for promoting creative works and innovative models, and how to keep a balance between the incentive for author and the access of work for the public. This course will analysis the cases and statutory rules in particular categories including news, media, music, film and sports, for purpose of understanding the current developments in China and other jurisdictions and increasing the ability to solve these problems.

Course syllabus

Chapter I. Survey on Creative Economy and Copyright Law

A. Concept, categories and function of creative economy

B. Purposes, principles and main contents of copyright law

C. Digital technology and internet development and their impact on copyright law

Chapter II. News, New Media and Data Protection

A. News aggregators and their disputes with news producers

B. Data, database and big data: private property and privacy

Chapter III. Images and Related Issues on Copyright Law

A. Worth a thousand words: copyright on photo

B. How to decide the infringing activities on images

C. Internet search engineering of images

Chapter IV. Copyright Issues on Video Games and Sports

A. Video game, computer program and copyright

B. Sports and intellectual property law

C. Copyright battle in video game streaming and sports live program

Chapter V. Visual Artist Works and AI Creations

A. Copyrightable applied art work

B. Right of resale and other legal issues on artist work auction

C. Copyright requirements on AI-based creations

Chapter VI. Copyright Issues on Digital Music Work

A. Music work and sound recording

B. Development of music industry and copyright legislations

C. Music licensing, CMO and streaming music

Chapter VII. Books, Library and Fair Use

A. Copyright in literary work

B. Challenges of digital publishing for press and library

C. Fair use doctrine in personal and educational use

Chapter VIII. Copyright in films and file sharing platforms

A. Legal framework in film industry

B. Liability of platform to provide online file sharing service

Sociology   Imitation, Innovation, Intellectual Property

Course Description: Starting from the introduction of some hot discussed topics and cases this course illustrates intellectual property law, discusses the interaction of imitation, innovation and intellectual property law, explores the challenge that the new technology presents to intellectual property law and the response of the latter.

Course syllabus
Lesson 1 Introduction

I. Course Outline

II. The history and development of Intellectual Property Law

III. Imitation, innovation and intellectual property: a perspective from fashion industry

Lesson 2 TV format, sports, perfume: what does copyright law protect?

I. The development of copyrightable subject matter

II. Is perfume a copyrightable work?

III. TV format and copyright

IV. Davidson v. United States: how high is the threshold for copyright protection?

Lesson 3 Copyrights

I. Moral rights: case of 'Chronicles of the Ghostly Tribe'

II. From 2D to 3D, from words to codes, from words to voice: what constitutes reproduction?

III. Derivative works: case of 'Chronicles of the Ghostly Tribe'

IV. Legal issue of fanfiction: Jinyong v. Jiangnan

Lesson 4 Exceptions and Limitations to copyright

I. Copyright term: how long can Disney still enjoy copyright for mickey mouse?

II. Fair use: Authors Guild, Inc. v. Google, Inc.

III. Resell music online: first sale doctrine and its application in virtual world

Lesson 5 Technology and copyright Law

I. Technology and its impact on copyright law: from movable type printing to digital technology

II. Technological protection measures and anti-circumvention rules

III. Technology and safe harbours for platforms

Lesson 6 Imitation, distinction and trademark

I. From bread to red sole: what are trademarks?

II. Whose "DaoXiangCun"? concurrent coexistence of trademarks and firm names

III. From Aspirin to U Disk: trademarks, well-known trademarks and generic names

Lesson 7 Imitation, innovation and patent

I. Gene sequence, disease diagnosis and treatment, medicine: what are patentable subject matter?

II. Sell reused cartridge v sell new wine in old bottles: exclusive rights of patentholder

III. Medicine v public interest: compulsory patent

Lesson 8 Test

No.: 110   - **ECTS**: 2 (32   **Code**: SS2203   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Yimin Zhao,Hyun Bang Shin** (Renmin University of China,The London School of Economics and Political Science)

Sociology   Critical Urban Studies in and beyond Asia

Course Description: This course aims to introduce the frontier of global urban studies, attending particularly to the urban dynamics in China and Asia. In this course, students are expected to gain:

▪   A critical understanding of the contemporary debates on urban processes;

▪   Comparative knowledge of urban changes across Asia and how Asia can be used as a method to contribute to the building of critical theories;

▪   A critical understanding of socio-spatial footprints of urban processes

Course syllabus

Day 1: Comparative Perspectives in Urban Studies and Asia as Method

Day 2: The Economics of Urbanisation

Day 3: The Politics of Urbanisation

Day 4: Financial Capitalism and Urban Crises

Day 5: Studying Displacement

Day 6: Studying Gentrification

Day 7: Urban Contestations

Day 8: Urban Futures / Student Presentations

No.: 111   - **ECTS**: 2 (32   **Code**: SS2204   Course time: 14:00-17:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **SU Mingming** (Renmin University of China)

Sociology   Tourism: Change, Impacts and Opportunities

Course Description: This course will introduce related concepts to tourism, discuss the demand and supply of tourism and characteristics of tourists, analyze roles and responsibilities of stakeholders of tourism and impacts of tourism from environmental, economic and socio-cultural perspectives. Some widely discussed topics in tourism will also be presented in class, including issues of ecotourism, heritage tourism, climate change and tourism. It will help students develop understanding on different issues in tourism, and gain some practical knowledge in tourism planning and management

Course syllabus
1.Defining concepts: leisure, recreation, tourism

2.Tourism supply

3.Tourism demand

4.Tourists

5.Perceptions and decisions of tourism activities

6.Stakeholders of tourism

7.Tourism impacts

8.Environmental impacts

9.Economic impacts

10.Socio-cultural impacts

11.Tourism management and planning

12.Ecotourism

13.Heritage Tourism

14.Climate change and tourism

No.: 112   - **ECTS**: 2 (32   **Code**: SS2205   Course time: 14:00-17:30
 h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Fred Dervin** (University of Helsinki)

Sociology   # Current and Emerging Trends in Education Beyond Borders

Course Description: This course introduces many and varied ways education systems and educational institutions 'do' internationalization to students. The main current and emerging trends will be presented. The students will learn to discuss the pros and cons of internationalization and its challenges for all the actors involved. The students will also learn to analyze successful practice in relation to intercultural practices in the context of internationalization of education. Discussions of policies from around the world will strengthen the students' analytical framework.

Course syllabus

Class Meeting # 1: Introductions and Course Summary

  Class Meeting # 2: What is Education beyond borders

  Class Meeting # 3: Is internationalization worth it

  Class Meeting # 4: Education branding and export

  Class Meeting # 5: Education export

  Class Meeting # 6: Mobility, identity and interculturality

  Class Meeting # 7: Emerging trends

  Class Meeting # 8: Conclusions to the course

No.: 113   - **ECTS**: 2 (32 **Code**: SS2206   Course time: 18:00-21:30
h)

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Salvatore Engel-Di Mauro** (State University of New York at New Paltz, USA)

Sociology   # Marxism and Ecosocialism

Course Description: This course explores the origins and diversity of Ecosocialist thought and action in social context. There are case studies presented from different regions and countries to illustrate and in part explain the differences between Ecosocialist currents. Debates among Ecosocialists are also described and analysed.

Course syllabus
Module1: Introduction to Marxism and Ecosocialism

1.1.   The Relationship between Marxism and Ecosocialism

Readings: Löwy (2015), pp. 13-21; Kovel (2007), pp. 243-245; Lecture Slides

1.2.   Motivations for Ecosocialism

Readings: Löwy (2015), pp. 13-14, 78-92; Wall (2010), pp. 14-28; Lecture Slides

1.3.   Precursors to Ecosocialism

Readings: Wall (2010), pp. 69-80; Löwy (2015), pp. 15-16, 58-63; Lecture Slides

1.4.   Marxism and Ecology

Readings: Dickens (1992), pp. 60-79, 81-84; Lecture Slides

Main Questions and coursework (short essay assignment, exam):

1. What is Ecosocialism?

2. How is Marxism generally related to Ecosocialism?

3. What has motivated Ecosocialism's rise?

Module 2: Varieties of Ecosocialism

2.1.   A Geography of Ecosocialism and Ecosocialist Currents

Readings: Wall (2010), pp. 81-104; Lecture Slides

Questions and coursework (short essay assignment, exam):

1. Where has Ecosocialism developed and in what ways?

2. What is the relationship between institutional and social movement Ecosocialism?

3. Compare and contrast the political parties that have adopted Ecosocialist platforms; what accounts for their similarities or differences?

Module 3: Ecosocialist Thought and Marxism

3.1.   Early Ecological Marxism in the West

Readings: Kovel (1995); O'Connor (1991); Lecture Slides

3.2.   Debates within Ecological Marxism

Readings: Foster (2000), pp. 155-170; Tanuro (2010); Löwy (2017); Lecture Slides

Questions and coursework (short essay assignment, exam):

1. How have Western Marxists addressed Ecology issues?

2. What main Marxist currents are represented in Ecological Marxism?

3. What are the main debates among Ecological Marxists?

Module 4: Other Ecosocialist Currents

4.1.   Ecofeminist Ecosocialism

Readings: Salleh (1995); Kovel (2005); Brownhill and Turner (2020); Lecture Slides

4.2.   Democratic Eco-Socialism

Readings: Baer (2016); Satgar (2018), pp. 10-16; Lecture Slides

Questions and coursework (short essay assignment, exam):

1. What is Ecofeminist Ecosocialism and how is it related to Marxism?

2. What is Democratic Eco-Socialism and how is it related to Marxism?

3. What are the differences and similarities between Ecosocialism, Ecofeminism, and Democratic Eco-Socialism?

No.: 114   - **ECTS**: 2 (32   **Code**: SS2207   Course time: 14:00-17:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Lia van Wesenbeeck** (Vrije Universiteit Amsterdam)

Sociology   Food and Nutrition Security

Course Description: The main goal of this course is to provide students with a certain economics background with opportunities to learn about food and nutrition security. First, introduces the basic concepts of food and nutrition security, and then discusses the challenges of achieving global food security from both demand and production. Third, we introduce food security during times of conflict and disaster. Fourth, we discuss challenges of food insecurity for individuals and societies, and finally, wes discuss interventions to improve food and nutrition security.

Course syllabus

CHAPTER ONE: Food and nutrition security: concept, measurement and trends

 1.1 Introduction to the concept of food and nutrition security

 1.2 Different ways in which food and nutrition security can be measured

1.3 Historical trends in food and nutrition security

CHAPTER TWO: Challenges to achieve global food security: (I) demand side

 2.1 The impact of population growth, increasing incomes on dietary patterns and food demand

 2.2 The impact of non-food demand for food crops

CHAPTER THREE: Challenges to achieve global food security: (II): production side:

 3.1 Challenges associated with sustainable production of food required to meet future demand.

CHAPTER FOUR: Food security in times of conflict and disaster:

4.1 Policies contributed to food insecurity

4.2 The impact of epidemic diseases on food security

CHAPTER FIVE: Challenges of food insecurity for individuals and societies:

5.1 The nutrition based efficiency wage hypothesis

5.2 The impact of nutritional deficiencies at the children as well as adults

CHAPTER SIX: Interventions to improve food and nutrition security:

6.1 Interventions and policies, targeted at the consumer/household

6.2 Interventions aimed at increasing agricultural productivity

Sociology   # Agro-environmental Food systems

Course Description: This course is an introduction to understanding modern ways of sustainable transition in food systems. It focusses on different components, ideological and socio-economic to understand how food systems work globally and what can be improved both locally and globally. It builds up on basic concepts of sustainability and organically certified food systems and explores the complexities of political and economic drivers and barriers for improving resource efficient agriculture for food production. The course will identify key challenges, such as climate change, resource overuse, food waste and overconsumption and students will be invited to form 'a discussion lab' to discuss and come forward with possible solutions, among those are new technologies, new policies and enhanced attitudes. By the end of the course, students should acquire a wider picture of food production globally,be able to asses individual cases, understand the key concepts of system integration, agroecology, and distinguish between food security, food safety and food sovereignty. During the lectures and the seminars the students will be challenged to reflect upon and argue about modern debates about using technologies such genetic engineering and develop a comparative approach.

Course syllabus

Lecture and seminar 1 Introduction to the terms and concepts

What is agro-ecology/ sustainable agriculture?

Setting up the context for twicked problems and system analysis approach.

History of the terms.

Current debates.

Reading materials:

Homework: think how terms are translated in Chinese and discuss what is the difference between terms

Class exercise: write a policy brief about agroecological approach for Chinese policy-makers.

Lecture and seminar 2 Global Food Production

Global 'Mechanics' of food system

Review of global demand and supply of food.

Food security as access to food and adequate nutriotion values.

Composition of the key crops and their distribution.

Footprint of global food production.

Homework: following De Vree et al 2018, prepare different climate scenarios for your hometown and food availability correlation analysis.

Lecture and seminar 3. Pesticides and Pest Control

Review of different pests and weeds. Green Revolution.

Biodynamic agriculture.

Silent Spring by Rachel Carson and anti-pesticides activism.

Review of existing pesticides by the European Union.

Integrated pest management.

Homework: prepare an assessment of one pesticide use in a Chinese region by your choice.

Lecture and seminar 4. Technological advances in production of food.

Review of different agricultural productions of food (Organic, Conventional, GM).

Green Revolution Debate.

New and re-newed knowledge to increase crops and optimise the use of resources. Golden Rice.

New sources of protein (grasscoppers), Aquaculture. Precision agriculture.

Homework: think of a technological solution that can be implemented in your homearea to increase food production. Present a case in the class.

Lecture and seminar 5. Food Labelling issues.

Food Risks.

Social Corporate Responsibility. Greenwash phenomenon.

Food safety: Who can regulate and control?

Famous cases. Horsemeat scandal in the UK.

Consumer trust and food labelling.

Homework: choose one label and analyse it communication strategy to consumers.

Lecture and seminar 6. Food activism.

Food riots of the past and present. Ancient Rome and the pasta riots of 2008.

Right to food and culinary capital.

Advocacy against GMOs, cow production and biofuels.

International network of activism.

Homework: get ready to discuss Vandana Shiva perspective from pro and contr-arguments. Discuss what it means for food policies and global food security.

Lecture and seminar 7. Food waste management

Review of global food waste scale

Circular economy and bypass product use

Anaerobic digestion of food waste and cultivating vegetables. Organic Composting.

Local initiatives to reduce waste. Sustainable packaging.

Food charities. Case studies of Cambridge and Moscow.

Homework: analyse food waste level and exiscting recycling schemes in your home town.

Lecture and seminar 8. Conclusion: What is an effective food policy? How agroecology can shape such policy?

Human-Nature interaction. Human well-being and natural landscape.

Discussion of energy intense agriculture into agroecological intensification.

New 'Green' state.

Agroecological public policies to address climate change.

Agroecology and nutritional health.

Legsilative aspects.

Homework: prepare a concrete food policy intervention (to improve an issue you have identified in your hometown)

No.: 116   - **ECTS**: 2 (32   **Code**: SS2209   Course time: 14:00-17:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Wilhelmus A. de Jong** (Kyoto University)

Sociology   Forests and Forestry Contributions to the Green Economy

Course Description: This course focuses on forests and forestry issues to the extent that they relate to contemporary global environmental challenges. Human society is placed in environments, and people everywhere depend on environments for survival, economic growth, and physical, emotional and spiritual wellbeing. In recent decades, global demands on the world's natural environments; its natural resources, habitats, biodiversity, environmental services have increased beyond what these environments can provide. This has been recognized since the late second half of the 20th century and global action has emerged to balance demands on natural habitats and resources and withdrawal that does not exceed sustainable provision. A new paradigm that has emerged over the last decade of a green economy, which promotes economic development that does not exceed environmental sustainability and brings material improvements to all.

The green economy paradigm considers the value of forests to deliver benefit streams to human society. Forests provide timber, other forest products, regulation of climate and water flows, carbon capturing and storage, repository of biodiversity, spaces of leisure and spiritual wellbeing. Forest sciences, and especially academic specializations of forest policy and governance explore forests benefits to human society and how human society attempts to regulate and sustain forest these forest benefits, linking them directly to the green economy paradigm.

The forest sciences themselves are diverse and cover a broad spectrum. This course will pursue a forest governance, forest policy focus that links forests and forestry to major global environmental challenges.

Course syllabus
Session 1

Introduction to the course

Session 2

Part 1:Forests of the World

Detailed topics:

- What is a forest?

- What types of forests are there?

- How much forest is there?

- How do we know how much forest there is?

- How compiles data on forest extent?

- How are these data compiled?

- How has the assessment of forest cover evolved over the years?

- How accurate is the information?

Part2:Forest Ecosystem Services

Detailed topics:

- The concept of ecosystem services

- The millennium ecosystems assessment

- Does forest ecosystem services lead to a common langue

- The importance of forests and livelihoods

- Forests and indigenous cultural identity

Session 3

Part 1: Deforestation

Detailed topics:

- A brief history of the concern of deforestation

- The deforestation pioneers (those who first brought it up)

- Global attention to deforestation in public media

- Academic analysis of deforestation

- Global, regional, national data for deforestation

- Projections for forest cover change

- Efforts to explain deforestation

Part 2: Forest transition

Detailed topics:

- The concept of forest transition

- Explanations of forest transition

- Evidence of forest transition in tropical countries

- Revisions of forest transition explanations

- Innovative approaches to forest transition analysis

Session 4

Part 1: Global governance of forests

Detailed topics:

- How did forests enter the global agenda

- Forests and international/ global organizations

- Efforts for a global forest convention

- UNFF and its predecessors

- National forest programs and its predecessors

- Outcomes of the latest UNFFF conference

Part 2: Illegal logging, legality verification, certification

Detailed topics:

- The issue of illegal logging

- Regional and national efforts to combat illegal logging

- Fore runners. Lacey Act, EU FLEGT, Australia prohibition of illegal timber

- Forest certification

- VPAs, due diligence

Sessions 5

Forests and climate change mitigation

Detailed topics:

- The role of forests in climate change

- Contribution of forests to CO2 emission

- Efforts for forest contribution to climate change mitigation

- REDD and CDM

- Forests and adaptation to climate change

Sessions 6

Part 1: Forest and development

Detailed topics:

- Estimates of forest dependent peoples

- The contributions of forests in rural incomes.

- Non timber forest products

- poverty alleviation

- The forest dependency trap

- Community forestry

Part 2：The struggle for forest ownership

Detailed topics:

- Forests and colonial past

- Forest ownership and decolonization

- Forest devolution

- Modern contestations over forests

Sessions 7

Part 1： Forests and forestry in China

Detailed topics:

- Forests and forestry in China

- Chinas unique forestry challenges

- Forest transition in China

- Chinese forests in the global carbon budget

- Timber legality verification in China

Part 2： Preparations of the student papers

Sessions 8

Presentation of Student papers

No.: 117   - **ECTS**: 2 (32   **Code**: SS2210   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **YU Danlin** (Montclair State University)

Sociology   Introduction to Spatial Data Analysis and Spatial Statistics with R

Course Description: The purposes of the course are to introduce students to the most fundamental knowledge and the latest research of spatial data analysis and spatial statistical methods in the Regional Science community. In the meantime, students are also immersed to the most popular and most comprehensive open source software, the R computing language platform and its Spatial Task View that aims specifically at spatial data analysis and spatial statistics. The students will also develop relevant operational skills by applying spatial data analysis and spatial statistical methods to real data sets.

Course syllabus

Module I, R language platform and Spatial Task View introduction：

This module will briefly introduce the R language data analysis platform and the spatial task view, specifically the SPDEP, SPGWR and other relevant packages. In the lab, students will download the full suite of packages (preferably done before the class begins) try out some simple R operations, including algebraic operations, matrix operations, function writing, package loading and function using.

Module II, the history of spatial data analysis / spatial statistics, SPDEP package：

This module will introduce the main functions in the SPDEP package from the perspective of the evolution of spatial data analysis / spatial statistics. In the lab, students will have the opportunity to experiment the SPDEP package with the sample data that comes along with the package.

Module III, spatial weights and how to generate them, SPDEP package：

This module mainly introduces the meaning of spatial weights, and how to generate them. We will focus on the theory and method of how to determine neighborhood in spatial data. In particular, the graphic based approach, the distance approach, rook and queen adjacency approaches of determining neighborhood will be introduced and distinguished. In the lab, students will use the data I provide to explore different ways to establish the neighborhood and generate spatial weights.

Module IV, global spatial autocorrelation and its measurement and hypothesis testing, SPDEP package：

This module introduces the concept of global spatial autocorrelation. The concept, calculation method and meaning of Moran's I and some other commonly used spatial autocorrelation measures are introduced. In the meantime, the statistical distribution of Moran's I and statistical hypothesis testing are discussed in depth. In the lab, students will have the opportunity to use the data provided by me to calculate the Moran's I and to test its statistical hypothesis of global spatial autocorrelation.

Module V, local spatial autocorrelation and its measurement and hypothesis testing, Moran scatterplot, SPDEP package：

Continues from the previous module, this module introduces the concept of local spatial autocorrelation and Local Indicator of Spatial Association (LISA). Local Moran's I is used as an example to discuss the local spatial autocorrelation and hypothesis testing in detail. This module also introduces Moran scatter plot's generation, interpretation and application. In the lab, students will continue to use the data I provide for LISA calculations and hypothesis testing, produce Moran scatter plot, and also provide interpretation of the calculated results and the Moran scatter plot.

Module VI, Spatial Autoregressive Models – the mechanisms, model selection and estimation of a spectrum of spatial autoregressive models (spatial lag, spatial error, spatial Durbin, spatial error Durbin, spatial autocorrelation regression), SPDEP Package：

The module continues the above two modules and introduces the potential issue that will arise when regression with spatial data, namely, the residuals of the ordinary least squares (OLS) model will be spatially autocorrelated. This renders the OLS estimator no longer BLUE. A spectrum of spatial autoregressive models, namely, the spatial lag, spatial error, spatial Durbin, spatial error Durbin, spatial autocorrelation regression models, are introduced to deal with this issue by assuming the spatial autocorrelation in the residuals is a result of endogenous, exogenous or error interaction or a combination of some of them. This module will focus on the application mechanisms, model selection methods, and result interpretation of the spatial autoregressive models. In the lab, students will use the data provided by me to build spatial autoregressive models, conduct model selection and model estimation, and provide interpretation of the model results.

Module VII, Introduction to eigenfunction based spatial filtering (ESF) regression and its application, SPDEP package：

This module introduces an alternative way, the eigenfunction based spatial filtering approach to deal with spatial autocorrelation in the regression residuals. Instead of focusing on the potential endogenous, exogenous, and error interaction effects as in the spatial autoregressive models, the ESF approach examines the spatial configuration matrix (the spatial weight matrix) and decompose the matrix to extract a series of potential map patterns to represent possible missing spatial information. By obtaining the eigenvectors of the spatial configuration matrix and use them as synthetic co-variates, the ESF could effectively eliminate spatial autocorrelation in the regression's residuals and enable the OLS estimator to be BLUE again. In the lab, students will use the data provided by me to experiment ESF approach and compare the results with spatial autoregressive models and be able to interpret the results.

Module VIII, Introduction to Geographically Weighted Regression Analysis and Geographically Weighted Analysis, SPGWR Package：

This module follows the contents of the above modules, but explores the concept, estimation methods and interpretation of the geographically weighted regression analysis methods. We also analyze the weaknesses of the geographic weighted analysis method from a statistical inference testing perspective. In the lab, students will use the data I provide for geographically weighted regression analysis and interpret the results of the analysis.

No.: 118   - **ECTS**: 2 (32   **Code**: SS2211   Course time: 18:00-21:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Hongwei BAO** (University of Nottingham, UK)

Sociology   Popular Culture and Cultural Theory

Course Description: This course surveys a brief history and some key concepts and theories in British cultural studies, otherwise known as the Birmingham School of Cultural Studies, which is an influential scholarly field dedicated to the study of contemporary society and culture. The course aims to cover topics and cultural theories including Marxism, semiotics, psychoanalysis, discourse theory, structuralism, poststructuralism, feminism, queer theory, postcolonialism and critical race studies, youth culture and subculture, as well as media audience and fan studies. But it approaches these topics in a pragmatic manner: by paying attention to their relevance to and use in contemporary society and culture, this course also critically reflects on how cultural studies travel from the West to the Chinese context. This course encourages students to conduct independent research on contemporary social and cultural issues by making use of cultural theories and primary sources. It equips students with a solid understanding of key cultural theories and critical skills to use them in the analysis of contemporary society and popular culture.

Course syllabus

1.   'Culture is ordinary.' (The study of culture and Cultural Studies)

2.   Has class disappeared? (Marxism)

3.   Where do we get our sense of self from? (Psychoanalysis)

4.   How do we analyse visual culture? (Semiotics and structuralism)

5.   Who is speaking, and who is looking? (Foucault and poststructuralism)

6.   The lives of others are relevant to me. (Postcolonial and critical race studies)

7.   'Half the sky' (Feminism; Men and masculinity studies)

8.   Gender trouble (Queer theory)

9.   The meaning of style (Youth culture and subculture)

10.   Power to the audience (Media audience and fan studies)

11.   How to write an essay in English? (Course revision and essay workshop)

No.: 119   - **ECTS**: 2 (32   **Code**: SS2212   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Chui Wing Hong** (The Hong Kong Polytechnic University)

Sociology   # Criminology for Social Work

Course Description: The course aims to facilitate students to understand in what ways criminology as an academic discipline is useful to social workers. Major criminological theories and research findings are introduced to illustrate how social workers are involved in the criminal justice system. Various fields of practice, such as juvenile justice, domestic violence, drug addiction and mental health, will be used as illustrative examples.

Upon completion of the course, students are able to:

analyse and interpret how various criminological theories are relevant to social work;

apply criminological knowledge and research to understand various forms of offending behaviour such as domestic violence, child abuse, juvenile delinquency and drug abuse; and

assess and explain findings in relation to effective interventions in working with offenders and victims in different fields of social work practice.

Course syllabus
1. introduction to Social Work Practice in the Criminal Justice System

Overview of the criminal justice system

Real-life examples of social work practice in the criminal justice system

2. Early Criminological Theories

Genetics and crime

Rational choice theory and crime

3. Psychological and Sociological Theories of Crime

Criminological psychology

Poverty and crime

4. Child Abuse

Different types of abuse

Reasons for the perpetration

Victimization of child abuse

5. Care and Control: Solution to Youth Problems and Delinquency

Modes of responses to delinquency

Forms of intervention and treatment: preventive, developmental, remedial and integrative measures

6. Smoking, Drug Abuse and Mental Health

Assessment of smoking beand drug addiction

Using feminist perspective to work with addiction

7. Services for Offenders: What work and what's promising?

Risk assessment tools

Community corrections versus imprisonment

8. Working Approaches and Practical Skills

Specific intervention approaches and skills such as empowering practices, pro-social modeling and motivational interviewing techniques of criminal justice social work

No.: 120   - **ECTS**: 2 (32   **Code**: SS2213   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **GUO Shenyang** (Washington University in St. Louis)

Sociology   Generalized Linear Models

Course Description: Generalized linear models (GLMs) are a collection of statistical methods used to analyze categorical and limited dependent variables. In this course, students will learn fundamental concepts and skills to conduct generalized linear models, and know how to apply these techniques to social, behavioral, and health research. The course covers the following topics: the Nelder and Wedderburn (1972) framework of generalized linear models and the key concept of "link function," maximum likelihood estimator, logistic and probit models for binary outcomes, ordered logit and ordered probit models for ordinal outcomes, multinomial logit model for nominal outcomes, Poisson regression and negative binomial regression for count outcomes, and overview of advanced methods.

Shenyang Guo earned his B.A. and M.A. in Economics from Fudan University, a Certificate of China's First Sociology Training Class from Nankai University, and a Ph.D. in Sociology from the University of Michigan. He is Frank J Bruno Distinguished Professor at Washington University in St. Louis. He has expertise in applying advanced statistical models to solving social welfare problems and has taught graduate courses that address event history analysis, hierarchical linear modeling, growth curve modeling, and program evaluation. He has given many invited workshops on statistical methods to NIH Summer Institute, Children's Bureau, and the Society of Social Work and Research conferences. He was the Director of Applied Statistics Working Group at UNC. He has published more than 100 articles on peer-reviewed journals, including methodological works on the analysis of longitudinal data, multivariate failure time data, program evaluation, and multi-level modeling. He is on the editorial board of Social Service Review and a frequent guest reviewer for journals seeking a critique of advanced methodological analyses.

Course syllabus
1. Introduction, Course Overview, and Maximum Likelihood Estimator

1.1 Why categorical data analysis?

1.2. Types of measurement and definition of categorical variables

1.3 History of the development of categorical analysis

1.4 Course overview

1.5 The Nelder and Wedderburn (1972) framework of generalized linear models

1.6 The maximum likelihood estimator

2. Preliminaries

2.1 Exponential and logarithmic functions

2.2 Contingency tables

2.3 Relative risk and odds ratio

2.4 Chi-squared distribution

2.5 Chi-square test

2.6 Fisher's exact test

3. Binary Outcomes: The Linear Probability and Probit Models

3.1 The linear probability model

3.2 The probit model

3.3 Running the linear probability and probit models with Stata

Courtney, M.E., Piliavin, I. &, Wright, B.R.E. (1997). Transitions from and returns to out-of-home care. Social Service Review 71: 652-667

4. Binary Outcomes: the Logistic Regression and Interpretation of Results of Binary-Outcome Models

4.1 Binary logistic regression

4.2 Marginal effect at the mean, marginal effect at representative values, and average marginal effects

4.3 The graphic methods

5. Ordinal Outcomes: the Ordered Logit and Ordered Probit Models

5.1 A latent-variable model

5.2 Ordered logit and ordered probit models

5.3 Estimation and hypothesis testing

5.4 Interpretations using predicted probabilities

6. Nominal Outcomes: the Multinomial Logit and Related Models

6.1 The multinomial logit model

6.2 Estimation and hypothesis testing

6.3 Interpretations

6.4 The graphic methods

6.5 Related models

7. Count Outcomes: the Poisson Regression Model

7.1 Tests of skewed data

7.2 The Poisson distribution

7.3 The Poisson regression model

7.4 Estimation and hypothesis testing

No.: 121   - **ECTS**: 2 (32   **Code**: SS2214   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **GUO Guang** (University of North Carolina)

Sociology   Human Societies and Genomics

Course Description: Rapid developments in molecular genetics over the past quarter century have undermined an assumption still common in mainstream social sciences -- that individuals are about the same at birth (either a "blank slate" or not) and that the observed differences across individuals are due entirely to environmental influences. This course examines a number of traditional areas in sociology and other social sciences in light of these advances in molecular genomics. The course emphasizes big pictures and "relevance" rather than technical details.

This course is designed to be accessible to students in non-science majors such as sociology, psychology, political science, history, and business. It does not have a prerequisite skill or course as a condition for enrollment. The course is not aimed at turning students into researchers, but provides sufficient and intuitive training so that genomics literature in social science context will be understood. At the same time, the course helps the science group develop a broader view. These students would be exposed to areas beyond disease and medicine such as health behavior, race/ethnicity/ancestry, gender/sex, peer/friend influences, and ethical issues in genomics-related studies.

The course focuses on how advances in molecular genomics over the past decades benefit sociology and other social sciences. The course examines potential ways in which human genomic and epigenomic information can be incorporated into social sciences. Topics include an introduction to traditional biometrics (inferring genetic influences using genetically related individuals without using molecular information); an introduction to basic principles of molecular genetics; joint influences of social contexts and genetic heritage to human behaviors; history of human evolution and contemporary race/ethnicity; evolutionary psychology; sex, gender, and genomics; ethical, legal, and social issues in genetic studies (ELSI); genetic testing; and epigenetics – the potential links between genes and environment. The course will review the methods that are used for investigating these topics.

Although the course material includes some of cutting-edge topics in social sciences, it does not have a prerequisite skill or course as a condition for enrollment. Many topics including health behaviors, race/ethnicity, gender, and ELSIs are examined around how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge. The course is designed to encourage active learning, self-directed inquiry, and students taking responsibility for producing knowledge. The course is also designed to develop students' oral and verbal communication skills.

Course syllabus
1. Introduction

2. A Brief Introduction to Genetics

Readings (2 articles):

Eric Lander 1

The New Genetics (reading sections that are related to our lecture)

Readings (2 articles):

Eric Lander 2

Strachan, T and A.P. Read. Human Molecular Genetics. 2nd ed

3. Genetic Studies before the Current DNA era

Readings (1 article):

Gene-environment interactions for aggression among mice (Ginsburg and Allee 1942)

4. Twin, Adoption, and Other Biometrical Studies

Readings (2 articles):

Twin Studies: How Much Can They Tell us About Nature and Nurture (Guo 2005)

Classic Twin Studes (Boomsma, Busjahn and Peltonen 2002)

5. Genes, Social Context, and Human Behaviors

Readings (1 article):

Gene-environment interactions for antisocial behavior (Caspi et al. 2002)

6. Sex, Gender, and Genomics

Readings (1 article):

Peer influence, genetic propensity, and binge drinking: A natural experiment and a replication (Guo et al 2015)

Readings (one set of readings):

Callahan 2009, Between XX and XY: Intersexuality and the Myth of Two Sexes: Intro; Pages 1-8; and 75-78

David Page's lecture (1)

David Page's lecture (2)

Readings (two sets of readings):

Gerald N. Callahan. 2009. Between XX and XY: Intersexuality and the Myth of Two Sexes: Pages 48-57 and 61-67; Ober et al (2008)

Sex-specific genetic architecture of human disease (Ober, Loisel and Gilad 2008)

7. History of Human Evolution and Contemporary Race/Ethnicity

Readings (4 sets):

Genetic study of the 52 populations in the world (Li et al. 2008);

Deep Ancestry by Spencer Wells Chapter 2 (pages 27-54)

Deep Ancestry Chapter 3, 4, and 5 (pages 55-132)

Deep Ancestry: Chapter 6 (pages 133-162)

Readings (2 sets of articles):

Bio-ancestry and Social Construction of Race (Guo et al. 2014b)

The molecular re-inscription of race (Frank 2014)

Recognizing a small amount of genetic differences among (Guo et al. 2014a)

8. False positives in genetic studies

Readings (2 articles):

New Yorker article: The Truth Wears Off (2010); (Ioannidis et al. 2001)

The GWAS for longevity paper in Science (2010) (instructor will discuss longevity paper)

9. Genome-wide Association Studies

Readings (two articles):

the type II diabetes article (Frayling et al. 2007)

(Allen et al. 2010)

Readings:

NIH GWAS study findings Catalog (instructor)

readings for GE interaction using GWAS data (1 article): (Wu et al. 2012) Genome-wide association analyses of esophageal squamous cell carcinoma in Chinese identify multiple susceptibility loci and gene-environment interactions

10. The Ethical, Legal, and Social Issues in Genetic Studies

Readings (3 articles):

Seven takeaways from the Supreme Course gene patent decision (2013) in National Geographic

Supreme court rejects human gene patents (2013) in Forbes.

What would you do

11. Genetically modified food and CRISPR

Readings:

Case Studies: A Hard Look at GM Crops. Natasha Gilbert in Nature, Vol. 497, pages 24–26.

David H. Freeman. 2013. The Truth about Genetically Modified Food. Scientific American

New York Times, Analysis Says Genetically Engineered Crops Are Safe, but Questions Benefits, May 18, 2016

12. Recent evolutionary selection

Readings:

(Tishkoff et al. 2007)

Readings:

(Thompson et al. 2004)

13. Friend networks and "infidelity genes "

　　Readings (2 articles):

Friend networks and genes (Fowler, Settle and Christakis 2011) (presentation)

Genes and pair bonding (infidelity gene) (Walum et al. 2008)

14. Epigenetics and Epigenomics

Readings (2 articles):

Unfinished symphony (Liu 2006)

Differences in the levels of methylation within identical twin pairs (Fraga et al. 2005)

Readings (1 article):

Epigenetics and Epigenomics: (Cooney 2007)

15. Evolutionary Psychology

Readings (1 article): Evolutionary psychology (presentation)

16. Course summary

No.: 122   - **ECTS**: 2 (32   **Code**: SS2215   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Min Zhan** (University of Illinois at Urbana-Champaign)

Sociology   Social Welfare Planning

Course Description: This course introduces students to the theory and practice of social welfare planning. The course is designed to help students apply concepts and methods to their specific social work fields of interest. Content includes a review of policy analysis, needs assessment, establishing goals and objectives, program design, budgeting, management information systems, and program evaluation

Course syllabus

Class 1:

   1.1 Course Introduction and Syllabus Review

   1.2 Program Development in the Social Agency Context

Questions and assignment:

  Find an example of program development that interests you

Class 2:

   2.1 Problem Identification

   2.2 Needs Assessment and the Role of Information in Program Development
Questions and assignment:

  Develop outline of your program development project

Class 3:

   3.1 A Basic Model of Program Development: Setting Goals and Objectives

Questions and assignment:

  Program Development Project Assignment #1 due： Problem Definition, Causal Dynamics, and Needs Assessment

Class 4:

   ４.1 Establishing Program Eligibility

    ４.２ Benefit Types and Benefit Levels

Questions and assignment:

  Select a type of service and assume that you are a planner for this type of service. Make the best argument you can for either a universal or targeted service approach.

Class 5:

5.1 Structuring Service Delivery and Program Design

5.2 Program Implementation and Management Information Systems

Questions and assignment:

  Discussion: Program Development Assignment #2：Goals, Objectives, Basic Program Model, Eligibility Rules, and Benefits Types

Class 6:

6.1 Budget Development

Questions and assignment:

  Program Development Assignment #2 due：Goals, Objectives, Basic Program Model, Eligibility Rules, and Benefits Types

Class 7：

7.1 Grant Writing

Questions and assignment:

  Discussion：Program Development Assignment #4：Service Structuring, Management Information Systems，and Program Budgeting

Class 8：

8.1 Student Presentations

Questions and assignment:

Program Development Assignment #3 due：Service Structuring, Management Information Systems，and Program Budgeting

No.: 123   - **ECTS**: 2 (32   **Code**: SS2216   Course time: 8:00-11:30
  h)

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Duran Bell, Jr.** (University of California, Irvine)

Sociology   The global migrations of modern humans in prehistory

Course Description: An examination of the peopling of the world after the Toba eruption, 74 kya, and the presentation of a new theory of the kinship relations and marital practices that were common in prehistory. Several contemporary societies of hunter-gatherers will be considered, as potentially informative. The text is strongly critical of the "politics of archaeology and social anthropology".

Course syllabus
Classes will meet on Tuesdays and Thursdays.

The chapters, indicated below, are from a text by the instructor: A Corrupted Science.

First meeting:

Introduction (6 pages)

Chapter 1: In the shadow of Toba (21 p)

Chapter 2: The Great Escape into South Asia (23 p)

Second meeting:

Chapter 3: The European Creation Myth (11 pages)

Chapter 4: Neanderthals: morphology, inbreeding and extinction (21 p)

Third meeting:

Chapter 5: Migrations into East Asia (12 p)

Quiz

Fourth meeting:

Chapter 6: The Ju/'hoansi (14 p)

L. Marshall, ! Kung Bushman bands (18 p)

Fifth meeting:

Chapter 7: Behavioral dynamics of hunter-gatherer social organization (14 p)

  (A difficult theoretical chapter, read carefully.)

Sixth meeting:

Chapter 8: Marriage (14 p)

 Sexual freedom and group marriage (24 p)

Seventh meeting:

Chapter 9: Chapter 10: The hunters of Europe (28)

Eighth meeting:

 Chapter 11: Concluding remarks (2)

 Exam

No.: 124   - **ECTS**: 2 (32   **Code**: SS2217   Course time: 8:00-11:30
h)

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **XIAO Chenyang** (American University，USA)

Sociology   # Introduction to Environmental Sociology in the West

Course Description: Environmental problems have been known to humans for a very long time, natural disasters being the prime examples, such as flood, wild fire, volcano eruption, you name it. What makes environmental problems in modern era unique is that they are largely anthropogenic, that is, human activities seem to have caused them. Moreover, the latest trend shows that environmental problems are becoming global in scale. This includes not only issues such as global climate change and ozone depletion, but also issues that used to be local, such as air and water pollutions, oil leakage, etc. The anthropogenic and increasingly global nature of these environmental problems has led to the realization that their solutions cannot be solely technological. Social science studies are required to achieve an understanding of the anthropogenic causes of these environmental problems and solutions to these global issues obviously require global cooperation among political entities such as nations and multi-national corporations. This course presents you an introduction of the sociological perspective in environmental issues in the western world.

Course syllabus

Class 1   Course planning/overview

Class 2   Labor Productivity and the Environment

Class 3   Technological Change and the Environment

        First translation and essay due

Class 4   Population

Class 5   Food

        Second translation and essay due

Class 6   Climate Denial

Class 7   Environmentalism

        Third translation and essay due

Class 8   Sustainable Development

        Forth translation and Final essay due

No.: 125   - **ECTS**: 2 (32   **Code**: SS2218   Course time: 14:00-17:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Qiushi Feng** (National University of Singapore)

Sociology   Medical Sociology

Course Description: Since when did baldness become a medical issue? Should we also put Internet addiction as a medical issue? Why homosexuality was firstly considered as a disorder but not now? What is the value of the medical innovations if they only benefit people who could afford it? How to develop a better medical system? This module is to answer questions like above. As a comprehensive introduction to medical sociology, this module illustrates that medicine is also a social science through a range of topics, including basics of epidemiology, social determinants of diseases, experience of illness, social construction of health, medical professions, medical organizations, and healthcare systems. All themes will be examined "sociologically" in a constant contrast with biological and medical views. Structural functionalism, conflict theory, and symbolic interactionism, as basic sociological paradigms, will be applied to understand medicine, with the use of professionalization theory, institutionalization theory, organization theory, comparative sociology, and many other sociological perspectives. There is no prerequisite for this module, so layperson of sociology should not be worried. All needed sociological knowledge will be fully covered. In order to facilitate understanding, concrete examples are always provided from different countries and regions. At the end of this module, learners will be able to apply the sociological perspectives to understand diseases, illness, and sickness, and make sense of health professions and healthcare systems.

Course syllabus

Lecture #   Lecture Theme and Reading

 1   Introduction

Engel, GL (1997) The Need for A New Medical Model

Sinha, V (2017) Florence Nightingale (1820–1910)

2   Perspective, Model, and Theory

Textbook Ch 1 Medical Sociology

Marmot, M (2010) Fair Society, Healthy Lives

3   Social Epidemiology

Textbook Ch 2 Epidemiology

Yeung & Hu (2018) Family and Population Changes in Singapore

4   Social Causes of Disease

Textbook Ch 3 The Social Demography of Health: Social Class

Textbook Ch 4 The Social Demography of Health: Gender, Age and Race

5   Experience of Illness

Textbook Ch 7 Illness Behavior

Fioretti, C et al. (2016). Research Studies on Patients' Illness Experience

6   Social Construction of Health

Textbook Ch 8 The Sick Role

Napier, AD et al. (2014) Culture and Health

7   Physicians

Textbook Ch 10 Physicians

Textbook Ch 11 The Physician in a Changing Society

8   Nurses

Textbook Ch 12 Nurses, Physical Assistants, Pharmacists and Midwives

Lim. J (2010) Stress and Coping in Singaporean Nurses: A Literature Review

9   Hospitals

Textbook Ch 14 Hospitals

Ramesh, M. (2008) Autonomy and Control in Public Hospital Reforms

10   Healthcare Systems

Textbook Ch 15 Health Care Reform and Health Policy in the United States

Goh, LG (2011) Integrated Eldercare Course

11   Global Healthcare

Textbook Ch 16 Global Health Care

Textbook Ch 6 Health Behavior and Lifestyle

12   Special Topics

Textbook Ch 13 Complementary and Alternative Medicine

Turn in the Literature Review

No.: 126   - **ECTS**: 2 (32   **Code**: SS2219   Course time: 14:00-17:30
    h)

Timetable: 2022-07-12/14/16/19/21/23/26/28

Instructor: **Jon Kent Reid** (Southeastern Oklahoma State University)

Sociology   Psychology of Grief and Loss

Course Description: This course is designed to acquaint students with a variety of issues related to dying, death, and grief, the needs of dying and grieving persons, the role of a concerned caregiver, family member, friend, or professional. Thus, the focus will be on death, the process of dying, grief, bereavement, and ways to support and help others as they grieve.

Course syllabus

July 5 Tuesday Introduction to course; review syllabus;

PPT about instructor and Texas; Oklahoma

"Pre-Course Death Comfort Level" in-class; will be posted to WeChat

Chapter 1 –- Education about Death, Dying, and Bereavement

"Attitudes Toward Death Questionnaire" (part 1) will be posted to WeChat

e-mail completed questionnaire to j.k.reid@outlook.com by noon July 7

July 7 Thursday Chapter 2 –- Changing Encounters with Death

Chapter 3 -- Changing Attitudes with Death

"Attitudes Toward Death Questionnaire" (part 1) Discuss in WeChat groups

July 12 Tuesday Chapter 4 –- Death Related Practices and the American Death System

Chapter 5 –- Cultural Patterns of Death; both within the US and Globally

Death Café' readings will be posted to WeChat

 Death Café ppt will be posted to WeChat; Discuss in WeChat groups

July 14 Thursday Exam Chapters 1 – 5 will be on-line during class-time

Chapter 6 –- Coping with dying

  Chapter 7 -- Coping with dying; Individuals

Chapter 8 -- Coping with dying; Communities

"Attitudes Toward Death Questionnaire" (part 2) will be posted to WeChat

e-mail completed questionnaire to j.k.reid@outlook.com by noon July 19

July 19 Tuesday Chapter 9 –- Coping with Loss and Grief

Chapter 10 –- Coping with Loss and Grief: Individuals

Chapter 11 –- Coping with Loss and Grief: Communities

"Attitudes Toward Death Questionnaire" (part 2) Discuss in class

Handouts

July 21 Thursday Chapter 12 -- Children

Chapter 13 -- Adolescents

Chapter 14 -- Older Adults

July 26 Tuesday Chapter 18 –- Assisted Suicide

Chapter 19 –- The Meaning & Place of Death in Life

July 28 Thursday Final Exam (open book: chapters and PPTs) (Chapters 6, 7, 8, 9, 10, 11, 17, 19)

No.: 127   - **ECTS**: 2 (32   **Code**: SS2220   Course time: 14:00-17:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Jon Kent Reid** (Southeastern Oklahoma State University)

Sociology   Psychology of Human Sexuality

Course Description: This course covers a wide range of issues concerning behavioral and biological aspects of sexuality. Topics include how to judge sexual research, values and sex, love and intimacy, male and female sexual anatomy and physiology, sexually transmitted diseases, patterns of sexual response, sexual problems and therapies, the development of sexuality, sexual orientation (LGBTQ), reproductive sexuality, forcible sexual behavior, and social issues in sexuality.

Course syllabus

July 4 Monday Introduction to course; review syllabus;

PPT about instructor and Texas

Chapter 1 -- Cultural, Historical, and Research Perspectives on Sexuality

Attitudes Questionnaire; Discuss in WeChat groups

July 6 Wednesday Chapter 2 -- Female Sexual Anatomy and Physiology

Chapter 3 -- Male Sexual Anatomy and Physiology

July 8 Friday Anatomy quiz on-line during class-time

Chapter 4 -- Human Sexual Arousal and Response

Chapter 5 -- Developmental and Social Perspectives on Gender

July 11 Monday Exam in-class on-line Chapters 1-4

Chapter 6 -- Sexuality in Infancy, Childhood, and Adolescence

   Chapter 7 -- Adult Sexuality and Relationships

July 13 Wednesday Chapter 8 -- Sexual Individuality and Sexual Values; (The Pill activity); will be posted to WeChat; Discuss in WeChat groups

 e-mail completed activity to j.k.reid@outlook.com by noon July 13

   Chapter 9 -- Sexuality, Communication, and Relationships

July 15 Friday Larry and Linda Communication; will be posted to WeChat

Discuss in WeChat groups; e-mail completed activity to j.k.reid@outlook.com by noon July 15

Chapter 12 -- Solitary Sex and Shared Sex

July 18 Monday Chapter 13 -- Sexual Orientation, Identity, and Behavior

Chapter 14 -- The Spectrum of Human Sexual Behavior

Chapter 17 -- Sexual Dysfunctions and Their Treatment

July 20 Wednesday Final Exam (chapters Exam in-class Chapters 5, 6, 7; 12, 13, 14)

No.: 128   - **ECTS**: 2 (32   **Code**: SS2221   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Bo Feng** (University of California, Davis)

Sociology   Computer-Mediated Communication

Course Description: The goals of the course are to provide students with a basic understanding of the processes of Computer-Mediated Communication, an understanding of how features of current CMC technologies affect interpersonal communication and society.

Course syllabus
WEEK ONE:

 1.1 Introduction to the course

1.2 What is Computer-Mediated Communication

1.3 Overview of Computer-Mediated Communication Research

WEEK TWO:

2.1 Social Networks

2.2 Social Interactions through CMC

2.3 Memes and Virality

WEEK THREE:

 3.1 Social Media and Activism

3.2 Human-Agent and Human-Robot Interaction

No.: 129   - **ECTS**: 2 (32 **Code**: SS2222   Course time: 8:00-11:30
h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Hairong Feng** (University of Minnesota, Duluth USA)

Sociology   Intercultural Communication

Course Description: This course provides an overview of the field of intercultural communication. The purpose of this course is to expand your understanding of the role of culture in shaping the ways in which we communicate with and relate to others. Culture can be broadly defined as a system of taken-for-granted assumptions about the world that influences how we think, feel, and act. This course will introduce you to major theories and concepts of intercultural communication from a variety of perspectives, and we will look at many of the different processes that make up cultural differences, and examine how these theories and concepts can guide us to communicate competently in intercultural communication settings. In addition, we will engage in critical discussions about the role of culture and communication in (re)constructing the collective human reality. Issues of identity, power, and control, as well as ways of transcending cultural and ethnic differences will be discussed.

Course syllabus
WEEK ONE

 1.1 Introduction to the course 1.2 Cultural Values and Communication Cultural Comparison 1.3 Identity and Intercultural Communication

WEEK TWO

2.1 Stereotypes, Ethnocentrism, Power, and Racism   2.2 Language, Nonverbal Codes, and Intercultural Communication 2.3. Intercultural Adaptation

WEEK THREE

 3.1 Intercultural Relationships and Intercultural Conflict 3.2 Intercultural Competence, Course Wrap-up, and Project Presentation

No.: 130   - **ECTS**: 2 (32 h)   **Code**: SS2223   Course time: 18:00-21:30

Timetable: 2022-07-11/12/14/15/18/19/21/22

Instructor: **Lelia Samson** (Renmin University of China)

Sociology   # Introduction to Media Psychology

Course Description: This is where media meets psychology! It serves as an introductory course to the field of Media Psychology (MP), providing an overview of its basic theories and methods. It includes the most innovative and contemporary approaches revealing how psychological processes explain media use, exposure and effects. It discusses the underlying mechanisms of communication effects, preparing students to better understand the psychological effects of the media on both individuals and societies. Students will also be able to understand, use and/or resist persuasion and manipulation strategies, as well as to enhance the effectiveness of their own communication and/or media/website design. Last but not least, students will be able to better understand and enhance memory, thinking, attention and educational processes.

Course Objectives:

- Comprehend and articulate the fundamental concepts and core themes of media psychology;

- Identify the psychological mechanisms involved in how media impacts audiences and how audiences process media messages;

- Describe and evaluate the main MP theories and methods;

- Apply the core MP theories and research findings to improving every-day lives;

- Discuss and compare key findings in fundamental research areas;

- Interpret and apply these findings;

- Use the MP theories, concepts and research findings to write a short report paper.

<u>Course syllabus</u>
*The first listing is the required reading, the others are recommended readings for each class (if any).

**The lecture and assignment schedule may change by discretion of the instructor.

Module A: Introduction to Media Psychology

A1: Why Media Psychology?

A2: Media Effects and Beyond

Module B: The Cognitive Processing of Media

B1: Mental Resource Allocation

B2: Attention to Media

B3: Memory for Mediated Content

B4: Learning and Processing

B5: Memory Tests: Recognition, Cued and Free Recall

Module C: The Emotional Processing of Media

C1: Arousing Content

C2: Emotions & Media

C3: Valence

C4: Discrete Emotions

C5: Semantic Differentials; The Self-Assessment Manikin (SAM)

C6: Positive or Negative Appeals

Module D: The Motivational Processing of Media

D1: The Dimensional Theory of Emotion

D2: Automatic Motivational System Activation

D3: Motivationally-Relevant Content

D4: Motivationally-Relevant Structural Features

D5: (In)congruence and Distraction

D6: Congruence and Cognitive Benefits

D7: Motivation Activation Measure (MAM)

No.: 131   - **ECTS**: 2 (32   **Code**: SS2224   Course time: 8:00-11:30
  h)

Timetable: 2022-07-11/13/15/18/20/22/25/27

Instructor: **Meina Liu** (George Washington University)

Sociology   Organizational Communication

Course Description: Communication is the central element of organizational life. Organizations can be viewed as both communicative creations and as structures that constrain communication. However defined, organizations have a significant impact on our lives and we can exert considerable influence upon them. Organizational communication is one of the most active and rapidly growing areas of the communication field. Generally, this course is about (a) both the enduring and novel ways humans organize and (b) the roles and forms of communication in organizations.

This course is an introduction to the study of organizational communication (OC), organized into three areas: 1) an introduction to the field and history of organizational communication situated within an historical context; we will examine circumstances surrounding its emergence, its early traditions, and its evolution. 2) a survey of the metaphors that frame how OC is understood and analyzed. These metaphors (variously termed, for example, the mechanistic approach, the cultural approach, the network approach, etc.) differ in: the aspects and types of organizations that are foregrounded, the central purpose and function of communication, and the relationship posited between organization and communication. 3) in-depth explorations of enduring areas of inquiry in OC. Aided by research reports, case studies, and news reports, this course will explore enduring areas of inquiry such as: organizational culture, organizational socialization, member identification, leadership & followership, teams and networks, and conflict management and negotiation.

Course syllabus
Day 1:

1) Course Introduction and Overview; Syllabus; The Changing World of Work

2) Major approaches to defining organizational communication

3) Traditional Approaches (Scientific management, classical management, & bureaucracy)

Day 2:

Relational Approaches (Human Relations & Human Resources)

Day 3:

Systems Perspectives

Day 4:

Cultural Perspectives (the Functionalist, interpretivist, and critical approaches)

Day 5:

Critical Perspectives

Day 6:

Leadership and Followership

Day 7:

Negotiation and Conflict Management

Day 8:

Cultural comparison project group presentations