



STUDY & INTERN ABROAD PROGRAMS

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COURSE DESCRIPTIONS & SYLLABI **CHINESE CULTURE COURSES**

Host Location: Beijing, China
Host Institutions: University of International Business and Economics
Prepared by: Knowledge Exchange Institute

The following course descriptions and syllabi have been provided by the University of International

University of International Business and Economics

Insights into Chinese Culture

Course Description

Following the main directions of research and interpretations on the studies of Chinese culture and society this course intends to provide an introduction to the Spirit of Chinese Culture. The topics will cover the scope of the Chinese society in historical, geographical and ethnic terms; the distinction between rural and urban society in China; the relationship of individual, group and society in Chinese culture; family as the core of Chinese society; the main structures of economic and political power in Chinese society; the restructuring of social power since the open-door policy; and the changing class structure and patterns of inequality in Chinese society. Students attending the course are encouraged to make comparative studies between different cultures and societies in fields he/she is interested in with a purpose of promoting understanding between different peoples in today's world. The aim of the course is a keener sensitivity to different cultural identities and a more understanding approach to cross-cultural affairs in this globalizing age.

Course Book

Lin, Yutang, My Country and My People, FLTRP

Spence Jonathan D., The Search for Modern China

Boye Lafayette De Mente, The Chinese Mind: Understanding Traditional Chinese Beliefs and their Influence on Contemporary Culture, Tuttle Publishing, 2009

Web-sites

There are many useful Internet web-sites with information on China. The following are just some to provide access to a wide range of detailed home pages:

<http://www.chineseculture.about.com/culture/chineseculture>

<http://acc6.its.brooklyn.cuny.edu/~phalsall/images.html>

<http://www.interculturalrelations.com/>

<http://www.library.wvu.edu/ref/subjects/anthro/cultural.htm>

Course Schedule

Week 1	Introduction to the Course
Week 2	The scope of the Chinese society in historical, geographical and ethnic terms
Week 3	The distinction between rural and urban society in China
Week 4-5	The relationship of individual, group and society in Chinese culture
Week 6	Family, the core of Chinese society

Week 7-8	The main structures of economic and political power in Chinese society
Week 9-10	The restructuring of social power
Week 11-12	The changing class structure and patterns of inequality in Chinese society and students' presentations
Week 13	Students' presentations

Course Requirements

1. Participation (10%)
2. Insightful input in class discussions. (20%)
3. Research and presentation to the class. (70%)

<The final presentation will be prepared and presented in pairs or small groups. Consult the instructor about your topic and get yourself prepared.)

Grading Scale

The work of students is evaluated and reported in terms of the following scoring scale:

A= 92-100	A ⁻ =89-91	B ⁺ = 85-88	B=81-84	B ⁻ =77-80;
C ⁺ = 73-76	C=70-72	C ⁻ = 60-69	F=failure (below 60)	

University of International Business and Economics

Understanding Chinese Characteristics

Course Description

This course intends to suggest an intellectual method to understand and deal with a few important concepts in the deep-seated and most cherished values in Chinese culture. The concepts selected are: respect for the individual person; human rights; freedom; equality; democracy; and the universal respect of law, which are based on the socio-political definition of modernity. Students are encouraged to make comparative studies for a better understanding of the nuances of their meanings in different cultures. In a world that is deeply interconnected technologically, economically and is often interactive politically the understanding of and respecting for different cultural identities is of great value. We aim at a keener sensitivity to different cultural identities and a more understanding approach to cross-cultural affairs in this globalizing age.

Course Book

Lin, Yutang, My Country and My People, FLTRP

Spence Jonathan D., The Search for Modern China

[Boye Lafayette De Mente](#), The Chinese Mind: Understanding Traditional Chinese Beliefs and their Influence on Contemporary Culture, Tuttle Publishing, 2009

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<http://www.library.wvu.edu/ref/subjects/anthro/cultural.htm>

Course Schedule

Week 1	Introduction to the Course
Week 2	Introduction into Chinese Culture
Week 3	Respect for the Individual Person and Individualism
Week 4-5	Human Rights and Individual Rights
Week 6-7	Freedom from Want and Freedom of Choice
Week 8-9	Equality and Respect for Differences
Week 10-11	Democracy and the Democratic Process
Week 12-13	Law and Order

	SUN	MON	TUE	WED	THU	FRI	SAT
SEP.					16 (W 1)		
							25 (W 2)
					30 (W 3)		
OCT.					14 (W 4)		
					21 (W 5)		
					28 (W 6)		
NOV					4 (W 7)		
.					11 (W 8)		
					18 (W 9)		
					25 (W10)		
DEC					2 (W11)		
					9 (W12)		
					16 (W13)		

Course Requirements

1. Participation (10%)
2. Insightful input in class discussions. (20%)
3. Research and presentation to the class. (70%)

<The final presentation will be prepared and presented in pairs or small groups. Consult the instructor about your topic and get yourself prepared.)

Grading Scale

The work of students is evaluated and reported in terms of the following scoring scale:

A= 92-100 A-=89-91 B+= 85-88 B=81-84 B-=77-80;
 C+= 73-76 C=70-72 C-= 60-69 F=failure (below 60)

University of International Business and Economics
International Undergraduate Programs

General Outline of China

Syllabus

Instructor: Huang Zhenhua

I. Course Description

The course consists of a series of lectures and discussions on things about China, such as politics, economy, culture, history, etc. The aim is to familiarize international students with China's cultural heritage and the political, economic and legal structures of contemporary China so that they may have a better understanding of China and the Chinese people, and this will lay a good foundation for their future China-related studies and careers.

II. Course Goals and Outcomes

1. Course Goals

Familiarize students with China's cultural heritage and the political, economic and legal structures of contemporary China, which is important to their future China-related studies and careers.

2. Learning Outcomes

- Understand basic facts about China
- Understand Chinese cultural heritage
- Understand China's political system
- Understand China's reform and opening up process
- Understand China's social and legal structures
- Understand China's foreign policy and the concept of one country two systems

3. Ways to Meet the Goals

- Lectures and discussions in class
- Readings by students
- Some research into the practical issues
- Class presentations
- Course paper

III. Format and Class Policies

- Mainly in the lecture form
- Questions and discussions are required

- Attendance and active participation are required
- Group presentations would be required
- For the final paper, no direct downloading from the Internet is permitted.

IV. Reference books

- Common Knowledge about Chinese History*, Higher Education Press, 2007
Common Knowledge about Chinese Geography, Higher Education Press, 2007
Common Knowledge about Chinese Culture, Higher Education Press, 2007
China in Diagrams, China Intercontinental Press, 2007
China, New Star Publishers, Beijing, 1999
The National Flag, the National Emblem, the National Anthem and the National Capital, Foreign Language Press, Beijing, 2003
Hu Jintao, *Report to the 17th CPC National Congress*, Oct. 15, 2007
N. Mark Lam & John L. Graham, *China Now*, McGraw-Hill, New York, 2007
Barry Naughton, *The Chinese Economy*, The MIT Press, Massachusetts, 2007
Zhang Qizhi (ed.), *Traditional Chinese Culture*, Foreign Languages Press, Beijing, 2007
Robert S. Ross & Zhu Feng (ed), *China's Ascent*, Cornell University Press, Ithaca, 2008
John Bryan Starr, *Understanding China*, Hill & Wang, New York, 2001
Alan Hunter & John Sexton, *Contemporary China*, St. Martin's Press, New York, 1999
Robert E. Gamer (ed.), *Understanding Contemporary China*, Lynne Rienner Publishers, London, 1999
Zhang Dainian (Edmund Ryden Translated), *Key Concepts in Chinese Philosophy*, Foreign Language Press, Beijing 2002
<http://www.china.com.cn>
[http:// www.xinhuanet.com](http://www.xinhuanet.com)
[http:// www.people.com.cn](http://www.people.com.cn)

V. Course Requirements and Grading Procedure

The **assessment** is a combination of attendance and class performance with an extended essay at the end. Participation and class performance will account for 30% and the course-end extended essay 70% of the final score.

Absence would entail deduction of the final grade. The expected time that students will need to spend studying/doing coursework outside of class would be two hours of time outside class for every hour of lecture/seminar.

The grading criteria would mainly depend on the depth of understanding, depth of research, and depth of analysis. Independent work and creative thinking are essential. Correct essay format is also important. References have to be included at the end of the essay.

Grading Scale

The work of students is evaluated and reported in terms of the following scoring scale:

A	90-100
A-	85-89
B+	82-84
B	78-81
B-	75-77
C+	72-74
C	68-71
C-	64-67
D	60-63
F	below 60

VI. Academic Integrity

Students are responsible for knowing the policy regarding academic honesty.

The University expects students to be honest in their academic work. Academic dishonesty is viewed as a serious violation of university rules and such misconduct is not accepted by the academic community. In particular, students must refrain from plagiarism, cheating and collusion in connection with examinations, submitting substantially the same piece of work to different classes and must fully acknowledge all the sources of ideas and all assistance received in work submitted to the instructor for evaluation. Violation of the rules of academic honesty may lead to suspension or disqualification of the student from further study at the University.

VII. Weekly Work Schedule

This weekly work schedule also includes assignment due dates, exam dates, and date of final exam. The Instructor reserves the right to change the schedule. Students will be advised in advance of any change.

Wk	Weekly topic	Learning Outcomes	Required Readings	Assignments & Exams
1	Basic facts about China (including geography)	Familiarize students with relevant aspects about China	To be assigned in class	
2	Brief history of China	Ditto	Ditto	
3	China's cultural heritage	Ditto	Ditto	
4	China's political system	Ditto	Ditto	
5	Four generations of Chinese leadership	Ditto	Ditto	Group presentation
6	Deng Xiaoping Theory and the	Ditto	Ditto	Group presentation

	Scientific Outlook on Development			
7	China's present social strata	Ditto	Ditto	Group presentation
8	China's ethnic groups	Ditto	Ditto	Group presentation
9	China's reform process	Ditto	Ditto	Group presentation
10	China's foreign policy and one country two systems	Ditto	Ditto	Group presentation
11	China's legal structure	Ditto	Ditto	Group presentation
12	China's economy, trade and foreign direct investment	Ditto	Ditto	Group presentation
13	Social security in China	Ditto	Ditto	Students should hand in their course paper now

Other aspects about China may also be discussed at the students' request.

Experimental Study of Global Culture

(By Professor Dou Weilin)

Globalization is in essence about changing perception of space and time. Globalization predisposes cultural globalization and cultural globalization thus refers to the process of changes of global cultures. As a higher-level course in Intercultural Communication, this course is an experimental, task-based course designed to help overseas students to acquire a better understanding of this dynamic view of global cultures in China. The main concerns are not only the phenomenon of global village, which is the result of “medium is the message”, due to the “effect of technology”, but also the directions and models of changing cultures and their possible impact on intercultural communication and cultural identification. Through surveys and team projects with Chinese students, students are encouraged to provide potential answers to such questions as the following:

Which directions is cultural globalization orientated towards? Is it oriented toward localization or globalization? Or unity within diversity in which globalization and localization, “us” and “others” are complementally co-present, interact and reciprocate? Is the “present being separated and isolated from the past and modernity from tradition? Or is the “present” embedded in the past and modernity in tradition so that the past and tradition provided the network of meanings that gives meaning to the “present” and modernity?

At its most basic level, it should prepare you to meet the challenges of contemporary society with intelligence, forethought, and responsible behavior by empowering you with the necessary knowledge and skills to interact successfully with people, cultures and societies that may seem strange or unfamiliar.

School of International Education, UIBE

Chinese Traditional Culture and Leadership Behavior

Syllabus

Instructor: Prof. CHEN Jianxun, Ph.D

Aims and Objectives of the Course

- Aims

The course aims to focus on the leadership behaviors characterized by Chinese indigenous traditional culture, which is different from Western leadership behavior rooted in Western culture.

- Objectives

On completion of this course, students will be able to:

- Understand the Chinese traditional culture developments in an international perspective;
- Appreciate how Chinese leaders' leadership behaviour has been shaped by Chinese traditional culture.
- Understand the two basic leadership style characterized by Confucianism and Taoism, and how they reconcile in Chinese organizations.
- Explore the successful leadership abilities on how to lead Chinese employees in Chinese context.
- Explore the skilful leadership abilities on how to build and lead Chinese teams that is so-called very difficult to lead in the world.

Course Approach

- Teaching Approach

- Tutorial
- Class discussion
- Cases backed up by applying theoretical framework to China's real situations for structured and disciplined thinking

- Case study method
- Lots of feedback – two ways
 - Me to you – both individual and class level
 - You to me – periodic, anonymous informal questions
- Course materials
 - the analects of Confucius
 - Teaching notes
 - Supplementary articles, internet sources, to be distributed
- Team project
 - Up to 4 students form a team
 - Assignments and term paper by team
 - Term paper (4000 words)
- Basis for grades

- Class Participation	15%
- Assignments	25%
- Team presentation	20%
- Final exam	40%

Class Policies and Ground-Rules

- Attendance

Attendance at classes is compulsory and is recorded. Where there is a good reason for absence please let the tutor know, in advance if possible. Failure to meet the work requirements may lead to exclusion from the course. More than two absences could result in grade reduction or failing the class
- Promptness
 - We are going to start on time; persistent or serious lateness will be frowned upon
 - Conversely, I will not keep you beyond the end of class
- Academic Integrity
 - You are expected to prepare your own team work

- Plagiarism or cheating in any form will result in failure in the course

Course Schedule

Lecture	Topic
1	Introduction to leadership behavior in East and West
2	Leadership behavior and Confucianism
3	Leadership implication from the analects of Confucius
4	Leadership behavior and Taoism
5	Leadership implication from the Tao Te Ching
6	How to reconcile the leadership at different context
7	How to lead Chinese employees in Chinese context
8	How to lead Chinese team in Chinese context
9	Leadership abilities in China
10	The leadership model with Chinese Characteristics
11	The motivation model with Chinese Characteristics
12	The leadership simulation for practice
13	Presentation and Final Exam

Course Outline

1. Introduction to leadership behavior in East and West

- Introduction
- Leadership history in West
- Leadership development in East

2. Leadership behavior and Confucianism

- What's the Confucianism?
- The essence of Confucianism
- The leadership behavior with Confucianism characteristics

3. Leadership implication from the analects of Confucius

- The analects of Confucius: a great ancient book
- The main point of the analects of Confucius
- Discussion: the leadership implication from the analects of Confucius

4. Leadership behavior and Taoism

- What's the Taoism?
- The essence of Taoism
- The leadership with Taoism characteristics

5. Leadership implication from the moral

- The Tao Te Ching: another great ancient book
- The main point of the Tao Te Ching
- Discussion: the leadership implication from the Tao Te Ching

6. How to reconcile the leadership at different context

- The difference between the Confucianism and the Taoism
- The two basic different leadership with Chinese characteristics
- How to reconcile the two different leadership behaviors at a system?

7. How to lead Chinese employees in Chinese context

- The Chinese employee with specialty
- The difference between Chinese and western employee
- How to lead Chinese employee effectively

8. How to lead Chinese team in Chinese context

- The team model difference: East and West
- The Chinese team in the world

- How to lead Chinese team in China

9. Leadership abilities in China

- What abilities should a Chinese leader have?
- How to develop leadership ability in China
- Case study

10. The leadership model with Chinese Characteristics

- The Chinese leadership model
- The ways to apply the model
- Case study

11. The motivation model with Chinese Characteristics

- Can you motivate others effectively?
- The Chinese motivation model
- The ways to apply the model

12. The leadership simulation for practice

- Some cases
- The real leadership context
- The leadership simulation for practice

Instructor CV



Working unit: University of International Business and Economics (UIBE), Beijing

Professional Title:

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Ph.d in Management: Joint Doctor Program of MIT Sloan Management School and Renmin University of China Business School , US&China, July, 2009

Master in Management: Dongbei University of Finance and Economics, Dalian,China,2006

Bachelor in Management: Shanxi University, Taiyuan, China, 2003