MPhil in Modern Chinese Studies
Course Handbook
2016-17

University of Oxford China Centre
Dickson Poon Building
Canterbury Road
Oxford OX2 6LU

http://www.orinst.ox.ac.uk/ea/chinese/mph_modchst.html
Welcome from the Course Director

On behalf of the MPhil in Modern Chinese Studies, I’d like to warmly welcome you to Oxford. The study of Chinese language at Oxford began in 1876 and the Faculty of Oriental Studies has longstanding undergraduate and graduate programs teaching Chinese language and culture. In 2014, the Chinese Studies Institute moved into a new purpose built China Centre that brings together faculty and students specialising in China from across the University. We know that your motivation, enthusiasm and diverse experiences will contribute greatly to our efforts to make Oxford a hub of debate and critical inquiry into China within the UK, Europe and internationally. We hope that each of you will deepen your understanding of China during your time here through your interactions with faculty and with each other.

The MPhil in Modern Chinese Studies is designed to enable you to undertake intensive study of the Chinese language while also acquiring advanced knowledge of the society, politics, economics, history, literature, film, and cultural studies according to your individual interests and background. As well as your time in Oxford which will provide foundational courses in the study of modern China and options of your choice, you will also be spending a term studying in China, which will give you the opportunity to develop your fluency in Chinese and to undertake the research for your dissertation. Combining language learning and area studies is a challenge. You will be working very hard for the next two years, especially those of you who are ab initio language learners, but the rewards for this will be great. We hope that the degree will prepare you either for professional work in which knowledge of China and Chinese is an advantage, or for doctoral studies related to China.

The core teaching staff for the MPhil programme includes the faculty of the Chinese Studies Institute, especially Henrietta Harrison, Matthew Erie, Margaret Hillenbrand, Shelagh Vainker, and our outstanding language teachers Fang Jing, Hu Bo, Yang Song and Kan Shiyouthan; faculty of the School of Interdisciplinary and Area Studies who teach in the associated MSc in Contemporary Chinese Studies, especially Rachel Murphy, Paul Irwin Crookes, Patricia Thornton, Kyle Jaros and Miriam Dreissen; and also other China experts in the University including Xiaolan Fu from the Department of International Development and Micah Muscolino and Gordon Barrett from the faculty of History. Other China faculty across the university may also become involved in advising your dissertation research.

I hope you are excited about the possibilities of your upcoming year here at Oxford. As you well know, China’s status as a global power is an increasingly complex one with long-term consequences for international political economy, the environment, and transnational security to name a few pressing concerns. Today there is enormous interest in better understanding China among governments, policy-makers, NGO activists, business people and ordinary citizens. As one of the world’s leading centres for the study of China, Oxford aspires to be at the cutting-edge of scholarship and training on China and to facilitate active engagement with the country. We welcome you to join the Chinese Studies community at Oxford in these efforts, and hope you that you see the chance to study China at this place at this time as an opportunity to be seized.

Best wishes to you all,

Matthew Erie

Director of the MPhil Modern Chinese Studies
CONTENTS

1. The MPhil in Modern Chinese Studies
   - Overview of the MPhil in Modern Chinese Studies – p5
   - Course Modules 2015-16 - p6
   - Relation to the MSc in Contemporary Chinese Studies – p7
   - Timetables – p7
   - Staff Contact Details – p7

2. The Study of Contemporary China – p9

3. Methodology Training
   - Modern China Humanities – p27
   - Research Methods for China Studies – p29

4. Option Courses
   - China’s Economic Reforms - p32
   - Chinese Fiction after Tiananmen – p35
   - Chinese Law and Society – p36
   - History and Historiography of Modern China – p37
   - Modern Chinese Art – p38
   - Politics and Government of China – p39
   - The International Relations of Contemporary China – p41
   - Technology and Industrialisation in Developing Countries – p43

5. Chinese Language - p51

6. Dissertation
   - Formal requirements – p54
   - Timetable – p54
   - Choosing a topic – p55
   - Sources for research – p55
     - Basic bibliographical tools and links – p56
     - Library catalogues for Chinese and Japanese materials – p56
     - Sources for current events – p57
   - Writing and referencing – p59
   - Academic honesty and plagiarism – p65
7. **Examinations - p66**

- Candidate numbers – p66
- Submitting your work to the Examination Schools – p67
- Written examinations – p67
- Graduation ceremonies – p68

8. **Organisation**

- Degree Administration – p69
- Teaching rooms – p69
- Website – p69
- WebLearn – p69
- Student Administration – p69
- Overseas Students – p69
- Student Self Service – p70
- Registration – p70
1. THE MPHIL IN MODERN CHINESE STUDIES

1.1 Overview of the MPhil in Modern Chinese Studies

The structure of the course is as follows:

(a) *Chinese Language* at level 1 (elementary) or level 2 (intermediate). Candidates will be allocated to these levels by a placement test.

(b) *Compulsory Core course on The Study of Contemporary China*

(c) *Methodology Training*: Candidates can choose between two courses focused on either social sciences or humanities approaches to modern China

(d) *Option papers*: Candidates must choose two option papers.

(e) *Dissertation* of 20,000 words

There are two sets of examinations:

(1) Qualifying examinations taken in the first year

(2) Final examinations (most of these are taken at the end of the second year, but the first year option is also included)

Candidates will be required to achieve an overall pass mark of 50% in the Qualifying examinations to continue to the second year of the course. For the final examinations the pass mark is 50 and candidates who receive an average of at least 70% across their entire MPhil studies will be awarded a distinction.
### 1.2 Course Modules 2016-17

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>TERM(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Study of Contemporary China (Dr Paul Irwin Crookes <em>et al.</em>)</strong></td>
<td>Michaelmas</td>
</tr>
<tr>
<td><strong>Chinese Language I or Chinese Language II</strong></td>
<td>MT, HT, TT</td>
</tr>
<tr>
<td><strong>Research Methods for Area Studies — Qualitative and Quantitative Aspects (Prof Rachel Murphy <em>et al.</em>) or Modern China Humanities</strong></td>
<td>Michaelmas and Hilary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTION COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The International Relations of Contemporary China (Dr Paul Irwin Crookes)</strong></td>
<td>Hilary</td>
</tr>
<tr>
<td><strong>History and Historiography of Modern China (Professor Henrietta Harrison, Dr Micah Muscolino and Dr Gordon Barrett)</strong></td>
<td>Hilary</td>
</tr>
<tr>
<td><strong>Politics and Government of China (Professor Patricia Thornton)</strong></td>
<td>Hilary</td>
</tr>
<tr>
<td><strong>China’s Economic Reforms (Professor Kyle Jaros)</strong></td>
<td>Hilary</td>
</tr>
<tr>
<td><strong>Chinese Law and Society (Professor Matthew Erie)</strong></td>
<td>Hilary</td>
</tr>
<tr>
<td><strong>Modern Chinese Art (Shelagh Vainker)</strong></td>
<td>Hilary</td>
</tr>
<tr>
<td><strong>Chinese Fiction after Tian’anmen (Dr Paul Bevan)</strong></td>
<td>Hilary</td>
</tr>
<tr>
<td><strong>Technology and Industrialisation in Developing Countries (Professor Xiaolan Fu)</strong></td>
<td>Hilary</td>
</tr>
</tbody>
</table>
1.3 Relation of the MPhil to the MSc in Contemporary China Studies
The MPhil in Modern Chinese Studies in Oriental Studies has a close relation with the one-year MSc in Contemporary China Studies in the School of Interdisciplinary Area Studies (SIAS). You will study alongside the MSc students in the first term Contemporary China course, the Social Science Research Methods course (if you choose to take it) and in your option classes. We hope you will enjoy working with the MSc students.

But please be aware that there are some differences especially in examinations and assessments. Please always follow the regulations and deadlines given in the MPhil Exam Conventions (available on the program website).

1.4 Timetables
It is best to consult the online timetables as these are constantly updated. Your classes are partly in the Oriental Studies Faculty and partly in the School of International Area Studies so you need to consult two lecture lists:
For classes in Oriental Studies: http://intranet.orient.ox.ac.uk/lectures/index.php
   Under MPhil in Modern Chinese Studies you will find your Chinese language classes and also the Modern China Humanities classes.
For classes in SIAS: https://weblearn.ox.ac.uk/
   Under the MSc in Contemporary China Studies you will find the timetable for the other studies classes and options.
Additional information about Chinese language classes can be found on the CTCFL website http://www.ctcfl.ox.ac.uk/

1.5 Staff Contact Details

Staff in the Faculty of Oriental Studies whose classes you are likely to attend.

Paul Bevan, Departmental Lecturer
paul@dufay.com
Chinese literature, music

Matthew Erie, University Lecturer in Modern Chinese Studies, Director of the MPhil in Modern Chinese Studies
St Cross College, matthew.erie@orinst.ox.ac.uk
Anthropology of China; Chinese law and society; Islam in China.

Henrietta Harrison, University Lecturer in Modern Chinese History,
Pembroke College, henrietta.harrison@orinst.ox.ac.uk
Social and cultural history of China from Qing through to the present; local history; religion and the experience of revolution

Jing FANG, Instructor in Chinese
University College, jing.fang@chinese.ox.ac.uk
Sociolinguistics; applied linguistics; teaching Chinese as a foreign language.
Margaret Hillenbrand, University Lecturer in Modern Chinese (on leave MT 2013)  
Wadham College; margaret.hillenbrand@orinst.ox.ac.uk  
Modern Chinese (and Japanese) Literature; East Asian comparative literature; Chinese cinema; Asian American literature and cinema.

Bo HU, Instructor in Chinese  
Queens College; bo.hu@chinese.ox.ac.uk  
Teaching Chinese as a foreign language.

Shio-yun KAN, Senior Instructor in Modern Chinese.  
Wadham College; shiyun.kan@orinst.ox.ac.uk  
Teaching Chinese language through web-based tools; Chinese as a second language.

Yang SONG, Shaw Instructor in Chinese  
St Hilda’s College; yang.song@chinese.ox.ac.uk  
Linguistic studies of modern Chinese; Chinese as a second language.

Barend TER HAAR, Shaw Chair  
Oriental Studies, University College; barend.terhaar@orinst.ox.ac.uk  
Cultural and religious history; ethnic identity; violence and fear; social organization

Shelagh VAINKER, University Lecturer in Chinese Art; Curator of Chinese Art, Department of Eastern Art, Ashmolean Museum; St Hugh’s College.  
shelagh.vainker@ashmus.ox.ac.uk  
Early Chinese art; Chinese ceramics.

**Administrative staff in Oriental Studies:**

Graduate Studies Administrator: Gemma Forster (Oriental Institute Pusey Lane) Tel: 288203  Email: graduate.admissions@orinst.ox.ac.uk (For queries about exams, timetable etc)

Rosanna Gosi, China Centre, tel: 280406, email: rosanna.gosi@orinst.ox.ac.uk (For term abroad arrangements)

<table>
<thead>
<tr>
<th>MSc Contemporary Chinese Studies Contact Details for Academic and Administrative Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academics</strong></td>
</tr>
<tr>
<td>Dr Miriam Driessen</td>
</tr>
<tr>
<td>Dr Paul Irwin Crookes</td>
</tr>
<tr>
<td>Prof Kyle Jaros</td>
</tr>
<tr>
<td>Dr Annie Hongping Nie</td>
</tr>
<tr>
<td>Prof Rachel Murphy</td>
</tr>
<tr>
<td>Prof Patricia Thornton</td>
</tr>
<tr>
<td><strong>Administrative</strong></td>
</tr>
<tr>
<td>Donna Ho</td>
</tr>
</tbody>
</table>
Staff in other Oxford departments engaged in teaching and research on modern and contemporary China:

Xiaolan Fu  Development Studies  
Todd Hall  International Relations  
Elisabeth Hsu  Medical Anthropology  
Maria Jaschok  Women and Gender Studies  
Rana Mitter  History and Politics of Modern China  
Xin Sun  Politics and Political Economy  
Biao Xiang  Anthropology  
Eric Thun  Business  
Linda Yueh  Economics  
Winnie Yip  Public Health

Library Staff for Chinese Studies
Joshua Seufert  HD Chung Chinese Studies Librarian  
Minh Chung  Chinese Studies Librarian  
Trevor Langrish  Chinese Studies Librarian  
David Helliwell  Chinese Special Collections

2. THE STUDY OF CONTEMPORARY CHINA (CORE COURSE)

Paul Irwin Crookes et al.

In this course we use an interdisciplinary lens to consider social, political and economic change in contemporary China. Our analysis is guided by two key concepts which are understood in their broadest sense. The first is ‘institutions’ which includes organisational forms such as communes, work-units, companies, government agencies, neighbourhoods, social groups, civil society organisations, families and households as well as less formal arrangements which structure aspirations, incentives and human behaviour including ideas about the good life, community boundaries, social norms, customs and civil and religious codes. The second is ‘transition’ which refers to a shift from plan to market and even from authoritarianism to democracy. Through in-depth examination of selected topics – pathways to socialism, communes, the work unit, social networks, gender relations and families, ethnic groups, new welfare arrangements and environmental regulation, we derive several insights.

We see that policies which prescribe new institutional forms or new behaviours are never implemented in a neutral social or cultural setting. We see that new policy directions and institutional arrangements always emerge on top of and/or in response to interactions with pre-existing ones. We see that institutional configurations in different domains (e.g. family, markets and the state) overlap often in unanticipated ways to shape individual behaviours which have aggregate effects that in turn influence the wider institutional environment. We see that different actors are enabled and constrained in different ways and that institutional changes have different implications for the interests and choices of people with different attributes. We see also that owing to institutional heterogeneity across regions, communities and social groups in China there is no single unidirectional
experience of transition even as the overall trend is towards an increased role for markets (alongside ongoing Party-state dominance).

**Course Aims**

- To develop an understanding of key social, political and economic aspects of developments in China since 1949.
- To develop a sound understanding of the formal and informal institutions which have underpinned developments in China during the socialist and reform eras.
- To develop a critical understanding of the concept of ‘transition’ and an appreciation of the complexities involved in China’s experiences of transition.
- To develop an ability to critical analyse academic literature and to express knowledge and understanding of key debates in written form and in oral presentations.

**Course Teaching Arrangements**

1. **Lectures**
   - Lectures on Tuesdays, 2-3.30pm in the China Centre Lecture Theatre, unless otherwise indicated in the timetable. A student-led seminar class on Thursdays, 2-3pm (group 1), 3-4pm (group 2) and 4-5pm (group 3) in the Dickson Poon Building. Each week between 1-2 students will offer a short 5-7 minute presentation, which should not be in PowerPoint, but should instead include a brief hand-out sheet of key points for discussion, on one of the discussion questions. The presentation schedule will be arranged during induction week. All other students not presenting for that week please come to class having done approximately 4 of the readings in advance. You can follow up on other readings at a later date.

2. **Tutorials**

   Students will write two un-assessed essays. You may select any two questions from the suggested essay questions and discussion questions. The first essay (from questions and readings listed in weeks 1-4) is due on Friday of week 3, and the second essay (from questions and readings listed in weeks 5-8) is due on Friday of week 6. Dr Erie will be in touch to arrange tutorial times.

   (NB These arrangements are different from those of the MSc students, who have essay review feedback classes instead.)

**Course Assessment**

Assessment is by one three hour exam to be held in week nought of Hilary term, 2016. Students will answer three questions out a total of twelve.

**Preparation reading**

Before this course begins, students are strongly advised to read one of the following:


Also recommended is:


### 2.1 The Study of Contemporary China Lecture and Class Module List

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Lecture (Open to All)</th>
<th>Classes (MSc &amp; MPhil)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What was the Chinese Revolution</td>
<td>Prof Henrietta Harrison</td>
<td>Prof Henrietta Harrison</td>
</tr>
<tr>
<td>2</td>
<td>The Drivers of China’s Foreign Policy after 1949</td>
<td>Dr Paul Irwin Crookes</td>
<td>Dr Paul Irwin Crookes</td>
</tr>
<tr>
<td>3</td>
<td>The Causes and Consequences of the Cultural Revolution</td>
<td>Prof Matthew Erie</td>
<td>Prof Matthew Erie</td>
</tr>
<tr>
<td>4</td>
<td>China’s Economic Transition and Change since Reform and Opening</td>
<td>Prof Kyle Jaros</td>
<td>Prof Kyle Jaros</td>
</tr>
<tr>
<td>5</td>
<td>The structure and workings of China’s party-state.</td>
<td>Prof Kyle Jaros</td>
<td>Prof Kyle Jaros</td>
</tr>
<tr>
<td>6</td>
<td>Labour migration in the context of contemporary China-Africa Relations</td>
<td>Dr Miriam Driessen</td>
<td>Dr Miriam Driessen</td>
</tr>
<tr>
<td>7</td>
<td>Marriage in Contemporary China</td>
<td>Dr Miriam Driessen</td>
<td>Dr Miriam Driessen</td>
</tr>
<tr>
<td>8</td>
<td>Islam and the Law in Contemporary China</td>
<td>Prof Matthew Erie</td>
<td>Prof Matthew Erie</td>
</tr>
</tbody>
</table>
2.2 Week 1: What was the Chinese revolution?  
(Professor Henrietta Harrison)

Lecture 1: Tuesday 11th October, 2PM – 3:30PM

Seminar 1: Thursday 13th Oct, 2PM – 3PM (Group 1), 3PM – 4PM (Group 2), 4PM – 5PM (Group 3)

Lecture:

This lecture analyses the history of the Chinese revolution. We will look at how different ways of periodising the revolution create different patterns of history and different understandings of China's present. We will ask when the revolution began? When did it end? Did it succeed or fail? These are major questions for Chinese intellectuals today and their answers are related to important political issues in China.

Seminar:

Discussion Questions:

* What are the most important continuities and differences between China today and China in the 1930s?
* Why is the Cultural Revolution said to have lasted from 1966 to 76? What is the purpose of this periodisation?

Readings:

"Resolution on certain questions in the history of our party since the founding of the People’s Republic of China,” 1981. (http://www.marxists.org/subject/china/documents/cpc/history/01.htm)

And:


or


Additional Readings:


2.3 Week 2: The Drivers of China’s Foreign Policy after 1949
(Prof Paul Irwin Crookes)

Lecture 2: Tuesday 18th October, 2PM – 3:30PM

Seminar 2: Thursday 20th October, 2PM – 3PM (Group 1), 3PM – 4PM (Group 2), 4PM – 5PM (Group 3)

Lecture Description

This lecture introduces the patterns of Chinese foreign policy during the Cold War era and in its aftermath, providing an analytical framework for understanding China’s outward engagement in international relations in the modern era. The lecture will explore different drivers of foreign policy across this time, and will overlap the role and significance of key actors such as Mao Zedong and Deng Xiaoping in China’s decision making. We shall examine how an interplay of factors, including history, ideology, territorial integrity, and regime security have all played, and continue to play, an important part in shaping policy outcomes. These concepts will be tested as we evaluate events such as China’s entry into the Korean War, the Sino-Soviet split, the rapprochement with the United States, and the possible motivations behind the formulation of, and adherence to, Deng’s dictum to “keep a low profile” during the 1990’s and beyond.

Discussion Questions:

* How important was ideology in persuading China to enter the Korean War?
* What factors have shaped China’s embrace of Deng’s “low profile” dictum in foreign policy?
* To what extent does this dictum continue to influence China’s approach to foreign relations?

Required Readings:


Recommended Readings:

In addition to lecture readings, the following might also provide useful reference:

Korean War

Deng’s Dictum

2.4 Week 3: The Causes and Consequences of the Cultural Revolution
(Prof Matthew Erie)

Lecture 3: Tuesday 25th October, 2pm – 3:30pm

Seminar 3: Thursday 27th Oct, 2pm – 3pm (Group 1), 3pm – 4pm (Group 2), 4pm – 5pm (Group 3)

Lecture Description

Depending on estimates, some 400,000 to several million people were killed during the Cultural Revolution (1966-1976). By sheer death toll, the Cultural Revolution was not the bloodiest period in modern Chinese history (the Great Leap Forward, by comparison, claimed some 40 million lives), yet its legacy is far-reaching and continues to haunt modern China and specifically the relationship between the Chinese Communist Party (CCP), the state, and Chinese citizens. The kind of factionalism that contributed to the Cultural Revolution remains a major concern of the CCP. (President Xi Jinping’s anti-corruption drive has been called China’s “Second Cultural Revolution.”) For the state, the Cultural Revolution necessitated the opening and reform that has led to China’s historic ascension on the world stage. For different members of the Chinese population, whether they identify through their ethnicity, region, gender, class, or political loyalties, memories of the Cultural Revolution remain a source of suspicion, doubt, and even anxiety as to the leadership of the Party and the institutions it wields.

In trying to understand the Cultural Revolution, we will balance the study of elite politics with an anthropological focus on the everyday experience of those who endured the Cultural Revolution and continue to remember it through memories that are other than those of “official history.”

Discussion Questions:

* Who were the victims of the Cultural Revolution and who were its perpetrators? How has the state addressed the claims for justice and compensation of the former and how has it punished the latter?

* How do Chinese explain the Cultural Revolution and how do they remember it? What devices, genres, institutions, and resources do different groups within and outside of China use to make sense of the period?
Required Sources:


Resources:

[For those who can read Chinese] Chinese Film and Newsreel Scripts from the Cultural Revolution (Brill e-book accessible via the Bodleian Libraries Collections)


Morning Sun Website (documentary film, archival images, and music recordings from the era). Available here: http://www.morningsun.org/index.html

Additional Readings:


2.5 Week 4: China's Economic Transition and Change since Reform and Opening
(Prof Kyle Jaros)

LECTURE 4: TUESDAY 1ST NOVEMBER, 2-3:30 PM

SEMINAR 4: THURSDAY 3RD NOVEMBER, 2-3 PM (GROUP 1), 3-4 PM (GROUP 2), 4-5 PM (GROUP 3)

LECTURE DESCRIPTION

This lecture examines China's economic transition in the post-Mao period. How did far-reaching market reforms emerge under the Communist Party's political leadership, and what were the major economic and political consequences of reform? Focusing on the period from the late 1970s to the early 1990s, we discuss the temporally phased and spatially uneven nature of reforms, and identify winners and losers in this process.

Discussion Questions:

* How did economic reforms unfold over time? What explains the specific timing and sequencing of different reform phases?

* What is the significance of China’s ‘segmented,’ or spatially uneven, approach to economic liberalization? How did this influence the politics and the outcomes of reform?

* In what ways did market reforms in agricultural and the growth of collective and private industrial firms affect the lives of ordinary people? Who benefited, and who lost out?

Required Readings:


Recommended Readings:


2.6 Week 5: The Structure and Workings of China’s Party-State  
(Prof Kyle Jaros)

Lecture 5: Tuesday 8th November, 2PM – 3:30PM

Seminar 5: Thursday 10th Nov, 2PM – 3PM (Group 1), 3PM – 4PM (Group 2), 4PM – 5PM (Group 3)

Lecture Description

How is China’s party-state structured, and how does the form of the state influence the way it functions (and malfunctions)? After reviewing the basic structure of the party-state, this lecture highlights some of the problems of economic and political governance created by China’s ‘fragmented authoritarianism.’ We then analyze Beijing’s attempts since the mid-1990s to address such challenges through rebuilding of the Party apparatus and renewed state interventions in the economy.

Discussion Questions:

* What are the virtues of China’s ‘fragmented’ party-state? What kinds of political and economic problems are associated with ‘fragmented authoritarianism’?

* In what ways and to what ends have central leaders attempted to reform state institutions since the mid-1990s? How successful have such efforts been?

* What does it mean to call China a Leninist political system? In what ways does the Party organization control politics and policymaking in China?

Required Readings:


**Recommended Readings:**


2.7 Week 6: Labour Migration in the context of Contemporary China-Africa relations
(Dr Miriam Driessen)

LECTURE 6: TUESDAY 15TH NOVEMBER, 2-3:30 PM

SEMINAR 6: THURSDAY 17TH NOVEMBER, 2-3 PM (GROUP 1), 3-4 PM (GROUP 2), 4-5 PM (GROUP 3)

LECTURE DESCRIPTION

In this module, we examine the dynamics of the recent wave of Chinese labour migration to Africa, which took off in the early 2000s and has grown hitherto. Labour migration to Africa is linked to salient social, economic and political transformations in China.

The key question we address in this module is: What drives so many Chinese to Africa and other countries of the global South? We also consider concepts of ‘localization’, ‘the labour question’ and ‘the politics of casualization’ to assess the impact of Chinese labour migration on African societies.

Finally, we look at the similarities and the differences of Chinese and European engagement with Africa.

Discussion Questions:

* What are the push and pull factors of Chinese labour migration to Africa?
* What are the types of Chinese migration to Africa? And how do these different types affect encounters with local Africans?
* What are the similarities and the differences of Chinese and European involvement in Africa?

Required Readings:


Recommended Readings:


2.8 Week 7: Marriage in Contemporary China
(Dr Miriam Driessen)

LECTURE 7: TUESDAY 22ND NOVEMBER, 2-3:30 PM

SEMINAR 7: THURSDAY 24TH NOVEMBER, 2-3 PM (GROUP 1), 3-4 PM (GROUP 2), 4-5 PM (GROUP 3)

LECTURE DESCRIPTION

In this module, we consider the multiple ways in which the institution of marriage in China has changed within the context of rapid socio-economic restructuring. We start with China’s Opening up, which heralded major shifts in the institution of marriage. Increased individual pursuits of new possibilities for marital and sexual satisfaction as well as growing youth autonomy have challenged traditional values in regard to marriage. Nonetheless, marriage remains near universal in contemporary China.

The central question we address in this module is: What explains the resilience of marriage in China? In answering this question, we examine the continuing functions of marriage. We also seek to explain the continued parental investment in their children’s marriage, evidenced by the popularity of so-called ‘grey-hair dating’ (baifa xiangqin).

Finally, we discuss much-debated issues in regard to marriage in China, such as the marriage squeeze, metropolitan China’s ‘left-over women’ and the challenges faced by the country’s LGBT community.

Discussion Questions:

* What are the major changes that the institution of marriage has undergone since China’s Opening up?
* To what extent are the ‘traditional’ principles of patriarchy and filial piety still valid in China today?
* What is the role of the family in regard to marriage in contemporary China?

Required readings:


Recommended readings:


2.9 Week 8: Islam and the Law in Contemporary China
(Prof Matthew Erie)

LECTURE 8: TUESDAY 29th NOVEMBER, 2PM – 3:30PM

SEMINAR 8: THURSDAY 1ST DECEMBER, 2PM – 3PM (GROUP 1), 3PM – 4PM (GROUP 2), 4PM – 5PM (GROUP 3)

LECTURE DESCRIPTION

It comes as no surprise that Islam is hotly debated in the UK, US, France, and other Western democratic societies. Specifically, conservative voices in such states assert that sharia, the legal and ethical requirements of Islam, offends liberal sensibilities, particularly in regards to gender, freedom of religion, and individualism. Further, such views often equate Islam with terrorism. Liberals have identified in Islam and its law a litmus test for the multicultural model of society. What about China? China has over 20 million Muslims and has experienced an Islamic revival over the past 30 years. Islam is assuming a higher profile in public life for reasons both domestic and foreign. This session will contextualize these developments in global trends to assess the relationship between piety and politics, moderate and fundamentalist interpretations of Islam, and sharia and state law. We will investigate how China’s experience with Islam is similar to that of Western states and how it differs. We will explore the various pressure points as transnational Muslim communities engage the Chinese state on issues that shape modern understandings of “the good.”

Discussion Questions:

* Thinking comparatively, how have different states responded to the challenges posed by Islam?

* What tensions do Muslims in China and elsewhere experience between citizenship in a state and belonging to a community of believers?

* What’s wrong with sharia and by what standards do we judge it?

* If you could reform aspects of China’s ethnic and religious policy, how would you do it?

Required Readings:

Recommended Readings:

3. METHODOLOGY TRAINING

Students can choose to take either the Modern China Humanities course offered by the staff of the Faculty of Oriental Studies, or Research Methods for Area Studies which will be largely based in the School of Interdisciplinary Area Studies.

3.1 MODERN CHINA HUMANITIES

Course convenor: Matthew Erie

Overview

This course covers modern Chinese culture broadly conceived, from the high culture of literature, film, and art through to cultural patterns and institutions such as nationalism, religion and the family. The lectures will deal with the period from the late 19th century to the present. The course is taught by specialists in several humanities disciplines and the approaches and students will have opportunities to practice writing papers using these approaches.

Course aims

• To broaden students’ knowledge of key aspects of modern Chinese culture and society (1890-2012)

• To prepare students for future research on China in the disciplines of history, literature, cultural studies, and history of art

Teaching

Students will attend regular weekly lectures offered by the Chinese Studies Institute on Modern China. There will be a series of eight seminars to discuss major topics and themes. Students will also have two tutorials in Hilary term for which they will write essays on a subject of their choice.

Lectures

Lectures take place on Thursdays at 12pm at the China Centre Lecture Theatre 1. Please note that the dates of individual lectures may change. This list is to give you a general sense of the course content. MPhil students who choose to take the Social Sciences methodology course are also strongly encouraged to attend these lectures.

Michaelmas Term

Week 1: The Qing dynasty and questions of legitimacy HH
Week 2: Ideas of Revolution HH
Week 3: Literature and imagining modern China Paul Bevan
Week 4: The Foreign Presence in China HH
Week 5: Defining the Nation HH
Week 6: Cinema and the construction of gender in Republican China Paul Bevan
Week 7: The Environment Micah Muscolino
Week 8: The Chinese Diaspora HH
Hilary Term
Week 1: WWII: heroes, traitors and memories HH
Week 2: Land Reform S.A. Smith
Week 3: Religion and anti-superstition campaigns BTH
Week 4: Creating a national language BTH
Week 5: Education HH
Week 6: Government by campaign HH
Week 7: The changing workplace and social welfare policy HH
Week 8: Friends, family, foes ME

Trinity Term
Week 1. Domestic Politics in the Reform Period ME
Week 2. China’s Built Environment MH
Week 3. International politics in the Reform Period ME
Week 4. Contemporary Art SV
Week 5. Law ME
Week 6. From neo-nationalism to China’s soft power MH
Week 7. Internet culture MH
Week 8. Chinese economy and society TBC

Seminars

Michaelmas Term

Week 2: History: Arguments and Sources H Harrison
Week 4: Popular culture Paul Bevan
Week 6: Literature Paul Bevan
Week 8: History: Reading about the 1949 revolution (primary sources) H Harrison

Hilary Term

Week 2: Religion Barend Ter Haar
Week 4: Art Shelagh Vainker
Week 6: From Village to Nation M Erie
Week 8: From Nation to World M Erie

Tutorials

Students will have two tutorials on subjects of their choice drawn from the topics covered in the course (broadly defined). Each tutorial will be taught by the subject specialist concerned. Students are responsible for contacting the relevant tutors in the first week of Hilary term to let them know that they will want a tutorial, to ask for reading lists, and to arrange when the tutorials should happen.
Assessment The course will be assessed by a single three-hour written examination paper on topics on modern China from a humanities perspective. The exam will be held in Trinity Term of the second year of the degree.

3.2 Research Methods for China Studies (Core Course)

Qualitative and Quantitative methods

This course runs over two terms and comprises two modules.

Qualitative module

The first module runs during Michaelmas Term and covers principles of research design, approaches to collecting data, and approaches for managing and analysing qualitative data. During the first weeks of the course students are introduced to finding primary and secondary sources and are invited to explore the relationship between the social science disciplines and the empirical study of an ‘area’ such as China, India, Japan, Russia or Latin America and to reflect on strategies for integrating social science theory with the production of area-specific knowledge. Subsequent sessions will consider different approaches to obtaining and analysing qualitative data. Specifically these include case study, collection and analysis of talk and texts, interviewing and ethics, historical and contemporary research and ethnography.

Quantitative module

The second module runs during weeks 1-5 of Hilary Term and introduces students to field skills research methods and techniques in quantitative analysis. Students will develop the skills to understand and evaluate the quantitative statistics and statistical tests commonly used by authors in academic papers and official reports. Students will also develop the skills to carry out basic statistical tests of research hypothesis, including t-tests and simple regression analysis.

Through class exercises and assessed written work students will be required to obtain and demonstrate a general understanding of approaches to research. At the same time, students will enjoy the opportunity and flexibility to specialize in accordance with individual disciplinary and research interests.
Course Objectives

During the course students will:

- Gain an understanding of the inter-relationships between theory and research design and between theory and data collection and analysis.
- Gain a more informed and critical understanding of methodological approaches to the study of the region.
- Acquire a working, practical knowledge of key methodological tools
- Have a critical knowledge of social science debates on the relevance and utility of these methods to the study of the region.
- Improve the ability to critically evaluate academic scholarship and other texts produced from different disciplinary traditions or from inter-disciplinary approaches with reference to the region – so be able to better assess the robustness of the knowledge that others have produced.
- Improve skills in writing and in the presentation of information and argument.
- Develop awareness of the qualities of good research design and good research practice as preparation for MSc/MPhil thesis and for further advanced research on the region.

Course Teaching Arrangements

Qualitative module (Michaelmas Term 2016)

Lectures open to all students will be held in the Nissan Lecture Theatre on Mondays, 10-11am. (except weeks 3 and 8 which will run from 10-12.30). Also, please note that the first lecture for research methods on Monday of Week One will take place in the China Centre rather than in the Nissan Lecture Theatre.

A one-hour class for China MSc and MPhil students will take place in the Ho, Leung, Ho and Lee Scholars Room (HLHL Room) in the China Centre Dickson Poon Building, on Wednesdays 2-3pm (group 1), 3-4pm (group 2), and 4-5pm (group 3). Groups will be assigned at the start of term.

The lectures and classes will provide an understanding how to formulate a research question, design a study to answer that question, collect and analyse qualitative data, and write a paper based on original qualitative research. The classes conducted in smaller groups will build on the lectures and provide students with a deeper understanding of how to use and write about data collected through qualitative research on a topic related to China. Diverse methods will be covered, and students are encouraged to choose research methods for their own projects that work best for their selected topics. Each week students will be required to complete readings and short assignments for the class. Participation and attendance in class are vital for students’ learning, and absences should be excused in advance.

Quantitative module (Hilary Term 2017)

(Lectures: Prof Hugh Whittaker; Classes: Prof Kyle Jaros)

Lectures open to all students will be held in the Nissan Lecture Theatre, St Antony’s College on Mondays, 10-11.30am (except week 1 which will be 9-11am). In conjunction with weekly lectures, computer labs will be held (exact time and location will be noted in the Research Methods separate handbook timetable). A one-hour class for China MSc and MPhil students will take place in the HLHL
Room in the China Centre Dickson Poon Building, on Fridays 2-3pm (group 1), 3-4pm (group 2), and 4-5pm (group 3).

The lectures will provide an understanding of basic statistics for the social sciences. The classes build on these concepts to provide concrete examples of how these statistical tools can be applied to research on China. Prior knowledge of basic statistics is not necessary for this course. Students are encouraged to follow the lectures closely as the classes will build on materials covered in lectures. Each week students will be required to complete readings and short assignments for the class.

Course Assessment

Assessment for this course comprises three parts, each weighted equally.

1. **QUALitative Methods Assignment**
   a. A practical exercise in the collection and analysis of qualitative data (word limit 2,500 words) to be submitted to the Examination Schools by **12.00 noon on Monday of Week 9 of Michaelmas Term (5th December 2016)**.
   b. Please see Appendix 1 for further instructions about the Assignment.

2. **QUANTitative Test**
   a. A take-home test in quantitative analysis will be set on **Monday of Week 6 of Hilary Term (20th February 2017)** and the work is to be submitted to the Examination Schools by 12 noon on **Monday of week 7 of Hilary term (27th February 2017)**.
   b. Collection of take-home test arrangements to be confirmed by our unit administrator at the start of Hilary term 2016.
   c. Further information about the assignment to be provided on the first class week 1 of Hilary term 2016.

3. **Research Proposal**
   a. Individual research proposal for each student (word limit 2,500 words) to be submitted to the Examination Schools. (This is the research proposal for your dissertation. Further information on expectations is in the section of this handbook on the dissertation.)
   b. Deadline in Trinity term. Dates will be available nearer the time in the Exam Conventions on the Oriental Studies website

**Recommended Books**

4. OPTION COURSES

The MPhil requires students to choose two options from the list of available courses. Students take one of these options in the first year and one in the second year. The option list is not the same each year (for example options on literature and film are usually held in alternate years to make it possible for a student to do both).

You are strongly advised to consider your future dissertation topic when selecting your first year option. Taking an option and working with the academic teaching it is an excellent way to identify a suitable dissertation advisor.

Option Courses

- China’s Economic Reforms (Prof Kyle Jaros).
- Chinese Fiction after Tian’anmen (Dr Paul Bevan)
- History and Historiography of Modern China (Prof Henrietta Harrison, Prof Micah Muscolino, Prof Rana Mitter and Dr Gordon Barrett)
- Intermediate Chinese Language for Social Scientists (Mr Shiyoun Kan / Ms Song Yang/ Dr Annie Hong)
- Modern Chinese Art (Ms Shelagh Vainker)
- Politics and Government of China (Prof Patricia Thornton)
- The International Relations of Contemporary China (Dr Paul Irwin Crookes)
- Chinese Law and Society (Prof. Matthew Erie)
- Technology and Industrialisation in Developing Countries (Prof Xiaolan Fu)

4.1 China’s Economic Reforms

Course Convenor: Prof Kyle Jaros

Overview

This course explores the political economy of China’s transition since 1978, focusing on the ways in which political factors have, at different times, both enabled and obstructed economic reforms. We begin with an historical overview of the reform era, examining broad trends and major turning points. We then delve into specific issue-areas for a closer look at what has been at stake in reform, and why different political actors and economic interests have supported or fought changes to the status quo. Challenging the assumption that China is evolving toward a Western-style liberal economic model, we
will consider alternative conceptualizations of China’s economic order, and think about what the future might hold.

Content and Structure

Weekly classes will address different historical phases and issue-areas in China’s economic transition, including:

- China’s socialist economic legacy: beyond the plan
- Reform during the Deng era: cycles and spirals
- The post-Deng era: state vs. market
- Rural reforms: liberating the countryside, again
- Industrial reforms: grasping the big, releasing the small
- Foreign economic opening: two steps forward, one step back
- Urban governance restructuring: unfinished business
- A ‘trapped transition’?

Teaching Arrangements

There will be eight classes of two hours apiece across Hilary term. Each week’s meeting will consist of a lecture and a student presentation followed by discussion. Each student will give at least one presentation to the class based on the weekly readings for that week’s topic. Over the course of the term, students will submit at least one essay of up to 1,500 words addressing any one of the weekly discussion questions.

Course Assessment

There will be a three-hour unseen written examination in Trinity Term. Students will be required to answer three questions in three hours. The marks for each question will be equally weighted in the final overall mark for the paper.

Indicative Readings


### 4.2 Chinese Fiction after Tiananmen

Dr Paul Bevan

#### Course Outline

This course explores Chinese literary practice in the era of market reforms, taking 1989 as its point of departure. We read a wide range of novels and short stories in English translation, complemented by extensive reading in English-language scholarship. The course investigates the various forms that fictional writing has assumed in China over the last twenty years – from radically avant-garde to highly populist, and from conventional print media to internet literature – and it analyses the ways in which China’s transition from a revolutionary society to one orientated decisively towards the market has changed the shape and function of Chinese writing.

#### Course Assessment

The option is assessed by means of two 2,500 word essays.

#### Teaching Arrangements

The course will be taught over 8 sessions in Hilary term. Each session will consist of a lecture, a short student presentation, and general discussion.

#### Indicative reading

4.3 Chinese Law and Society

Introduction:

The People’s Republic of China (PRC) has, since 1978, embarked on an historic effort to build a modern legal system. The reasons for this are many: resolving social conflicts, creating a stable and transparent environment for contract enforcement, attracting foreign direct investment, joining the international law community, and regime legitimacy to name a few. This is no easy task, however, given China’s significant income gap, ethnic and regional disparities, traditions that have preferred informal norms over formal law, and a single-party state that continues to hold itself above the law. Nonetheless, the PRC has built legal institutions (e.g., courts and legislatures), professionalized lawyers through legal education and training, and begun a process of “legal popularization” to teach citizens their rights. Legal modernization has touched all areas of law including criminal law, civil law, and China’s approach to international law (e.g., the WTO, the Shanghai Cooperation Organization, human rights, etc.) Law matters to not just urban Chinese and foreign investors but also to those who are marginalized by China’s economic reforms. This course will introduce candidates to China’s legal modernization program by placing it in China’s historical, political, and cultural context. We will examine progress and points of tension in the PRC’s construction of a “rule of law,” and assess the role of non-state actors in shaping the future of law in China. In short, law provides a prism through which to understand some of the opposing incentives that give shape to modern China.

Goals:

First and foremost, we will develop a familiarity with Chinese law in context. This means, for example, not just learning statutes, but understanding how they are implemented and how officials and citizens alike use laws or choose not to use laws. We will examine both text of law and context of the law by analyzing institutions, legal consciousness, and socio-economic, inter-ethnic, and gender asymmetries in using law. MPhil and MSc degree candidates (hereinafter, “candidates”) will learn about the fundamental laws of China, how institutions interact (e.g., people’s congresses, people’s courts, and the Party), and when parties may resort to nonstate norms to resolve disputes as opposed to formal ones. We will assess the limits and possibilities of law in an authoritarian regime to understand how rights work in China and how they may or may not ensure accountability over those in power. This course will be of interest to candidates who arrive to the study of China from a number of backgrounds and who intend to engage China from any number of professional capacities, whether business, research, journalism, diplomacy, human rights advocacy or civil society. Neither prior knowledge of Chinese law nor Chinese language is required.

Sample Readings:


4.4 History and Historiography of Modern China

Professor Henrietta Harrison, Professor Micah Muscolino, Professor Rana Mitter, Dr Gordon Barrett

Course description

This is a graduate colloquium designed for students in modern Chinese history or interested in the historiography of modern China since 1900.

Students should learn:

- to identify a select number of the major current debates in the field of modern Chinese history
- to explain how those debates have developed
- to articulate and defend a position within the debates

The required readings are available electronically. Students will be asked to select from among the additional readings during the course of the term.

Course Outline

This course is co-taught by Oxford’s strong team of specialists in the history of twentieth century China. There are no lectures. Instead each week’s class will be conducted as a seminar on a different theme. The themes we expect to cover are the Boxer Uprising of 1900 and what it tells us about China in the late 19th century; the intellectual changes that took place in the early twentieth century (often associated with the May 4th Movement); China’s changing environment; World War II; the Communist Revolution and the early years of the People’s Republic; the Cultural Revolution; and the roots of China’s massive urbanisation program in recent years.

Prerequisites

A general understanding of modern Chinese history is expected. If you have not previously taken a course on modern Chinese history, you should make sure that you read a survey and make good notes before the beginning of Hilary Term. Indeed, it is highly recommended that all students refresh their memories. Good surveys include:


NB Not all these surveys cover the whole period. Make sure that you have read about the period both before and after 1949.

### 4.5 Modern Chinese Art

**Ms Shelagh Vainker**

**Overview**

This is a graduate colloquium designed for students in modern Chinese art. Classes will include viewing of paintings in the Ashmolean collection and the development of skills in identifying paintings and prints dating from the late Qing to the present. Each class will combine examination of works of art with discussion of the art historical, intellectual and political contexts in which they were produced.

Students should learn:

- The position of visual art within Chinese society.
- Understanding of the debates relating to modernity and identity in Chinese art.
- How to approach identifying ink paintings, prints and other pictorial works of art.

**Content and Structure**

- Regionalism in the visual arts: Beijing, Lingnan, Shanghai
- Early 20th-century responses of artists in China to art in the West
- Traditional ink painters of the early twentieth century
- Art and politics 1949-65
- Art during the Cultural Revolution
- Prints and printmaking
- Post-Mao developments, including calligraphy
Teaching Arrangements
Tuesdays 10.00-12.00, Jameel Centre, Ashmolean Museum

Course Assessment
A three-hour exam in Trinity term.

Course Readings
Works below are available online or in the Sackler Library. There are duplicates of some titles in the Dept of Eastern Art; these may be borrowed by arrangement with Shelagh Vainker.

Preparation
A general understanding of modern Chinese culture is expected. Good surveys include:
Silbergeld, Jerome, *Chinese Painting Style: Media, Methods, and Principles of Form*, Seattle, 1982

4.6 Politics and Government of China
Prof Patricia Thornton

This option provides an introduction to the political history and development, political sociology, political ideologies and institutions, and the political economy of China in a comparative context. Students will have the opportunity to read and consider a number of approaches to conceptualizing, modelling, and analysing Chinese politics within the broader framework of comparative social science methods, with a particular focus on situating China as a case within the field of comparative politics.

Major themes addressed in the course include:
- Key phases and turning points in the establishment and reform of the political system since 1949
• Maoism in theory and practice; the political and ideological dynamics of the post-Mao reform era.
• Contemporary architectures of the party-state; central and local administration.
• Key social groups (peasantry, intelligentsia, workers, entrepreneurs, migrants) and their changing positions in the polity.
• The political economy of industrialization, urbanization, economic liberalization, and globalization.
• The changing roles of law, the media (including new media) and other channels of political communication.
• Changing patterns of political participation, political dissent, and popular protest.
• Conceptions of the nation and Chinese nationalism; discourse of exceptionalism in comparative context.
• Methodological issues in studying Chinese politics in comparative perspective.

Assessment
The Politics and Government of China (an advanced option for the MPhil in Comparative Government) will be examined through a three-hour examination paper in Trinity Term, date to be determined by the Department of Politics and International Relations. Candidates are required to write on three questions. The marks for each question will be equally weighted in the final mark for the paper.

Teaching Arrangements
Students are welcome to attend the 12 hours of undergraduate lectures offered for PPE 227: The Government and Politics of China. Six hours of lectures will be held in MT, and six are scheduled for HT. This seminar course will be held on Wednesday afternoons, 2-5pm in HT at the China Centre.

Indicative readings:


Overview
This course option will explore China’s evolving role in the international political and economic system and will examine the country’s external relations with key state, non-state, and institutional actors. No prior knowledge of China or the East Asian region will be assumed. The programme will lay emphasis on an empirically-led but theoretically informed analysis of the extent and character of China’s interrelationships within international relations, so as to be able to better understand how geopolitical interactions overlap with specific policy priorities to shape outcomes at the regional and global levels.

Aims
1. To better understand the key issues that drive China’s decision-making in the country’s international relations.
2. To provide a policy-led framework that can empower informed judgement on perceptions of China’s engagement with the international system.
3. To enable a critical analysis of the literature to distinguish between different perspectives on the character of China’s approach to foreign relations.

Content and Structure
The course will seek to explain how the overlaps between political and economic policy inform on China’s external relations. It will closely examine a number of important regional and global relationships with the aim of creating a balanced perspective in China’s contemporary position. The course will address the following broad topic areas in a series of lectures and discussion seminars:

1. The theoretical context in international relations of China’s re-emergence.
2. China’s current economic structure and the pursuit of Market Economy Status.
3. The international relations of China’s multilateral engagement.
4. The salience of regional tensions in China’s relationships across East Asia.
5. Cross-Strait relations with Taiwan as a domestic and geopolitical issue.
6. China’s energy security as a driver of policy in relations with Africa.
7. Cooperation and conflict in China’s key bilateral relationship with the US.
8. China’s evolving dialogue with the EU as an international actor.
Teaching Arrangements

There will be eight teaching sessions in the Hilary Term which will comprise of a one hour lecture followed by a one hour discussion class. Each week, one / two students will make a 5-7 minute class presentation to address key questions for consideration, whilst students not presenting are expected to have reflected on these questions during their reading and to have formulated additional questions for discussion in the seminar.

Students will also write and receive feedback on one unassessed essay of 1,500 words.

Course Assessment

There will be one three-hour unseen examination in the Trinity Term where students will be expected to answer three questions, with each question carrying equal weight.

The following works provide useful background reading for the whole course:


The following internet resources provide perspectives on Chinese thinking:

There are often interesting insights into China’s international relations reported on each, although some of the commentary can be oriented towards domestic affairs. As with all internet resources, opinions and perspectives put forward online should be treated with caution and used to trigger thinking about a topic in broad terms. Websites are *not* substitutes for the use of books and peer-reviewed journal articles.

- **China Digital Times**: an interesting source of topical Chinese articles which are available to read in English: http://www.chinadigitaltimes.net
- **China Economic Review**: the online version of this magazine provides a useful synthesis of international economics and trade reporting about China: http://www.chinaeconomicreview.com

Indicative Course Readings


Economics, 52(4): 461-463.

Chapter 2.


Wilkins, Thomas. 2010. The new “Pacific Century” and the rise of China: an international relations perspective. Australian Journal of International Affairs, Vol. 64 No. 4, pp381 — 405


4.8 Technology and Industrialisation in Developing Countries

Convenor: Prof Xiaolan Fu

Lecturers: Prof Xiaolan Fu, Prof Diego Sanchez-Ancochea, Dr Giacomo Zanello

Time: 1-3pm Tuesday TBC

Venue: Meeting Room B, QEH

Objective

This course will examine technology and industrial development and policy in developing countries and their role in the development process, drawing upon the experience of a wide range of countries, particularly from East Asia and BRICS, to illustrate the analysis. It looks at the interrelations between transnational corporations, domestic firms and the state, the debate on industry policy, the functions of the national innovation system, the interactions between foreign and indigenous innovation efforts, the debate on appropriate technology, and the role of technology in inclusive and sustainable development. The course will be accessible to students without a prior background in economics.

Teaching organisation

The course will be taught over eight weeks in two-hour seminars in Hilary Term. Each seminar includes one hour lecture and one hour class. Each student is required to make one presentations during the term. Topics of the presentations will be given in a separate document. Student participation is important in the course. Students will be asked to lead class discussions and others will be expected to contribute to discussion based on the readings and other relevant sources of information. Students should contact Prof Fu (xiaolan.fu@qeh.ox.ac.uk) by Friday afternoon, Week 0 of Hilary Term indicating the topic and the week that he/she would like to present.
Course outline

The principal topics covered will include:
1. National innovation systems and technological capabilities of nations
2. Transfer of technology and role of trade, FDI, migration and global value chain
3. The debates on industrial policy (Lecturer: DSA)
4. Technological learning, indigenous versus foreign innovation efforts and catch-up: lessons from the Asian Tigers and the BRICS
5. MNEs from developing countries: motivations and impact
6. Appropriate technology, innovation and industrialisation in Africa
7. Bridging the digital divide: information technology and development (GZ)
8. Technology for inclusive and sustainable development

Assessment:

The option is assessed by means of a three-hour written examination in Trinity Term. Two formative essays (max 2,500 words) and one class presentation will be required in Hilary Term. Essay topics can be chosen from the given presentation and essay list. Essay 1 should be handed in by Monday week 6 and essay 2 should be handed in by Friday afternoon week 8 Hilary Term.

Reading list:

1. National innovation systems and technological capabilities of nations


2. Transfer of technology and role of trade, MNEs and migration


3. Industrial policy debate


4. Indigenous versus foreign innovation efforts and catch-up: lessons from the Asian Tigers and the BRICS


5. MNEs from developing countries: motivations and impact


6. Appropriate technology and industrialisation in Africa


7. Information technology and development


Technology for inclusive and sustainable development


5. **CHINESE LANGUAGE**

Mandarin Chinese will be studied throughout the two years to enable students to acquire a solid foundation of vocabulary and general language facility on which they can build to read and understand printed journalism, academic periodicals, government publications, personal communications, and the like (in both simplified and full-form scripts). A similar foundation in speaking and listening skills will also be taught, from which students will be able to develop the ability to listen to broadcast media and speeches, and generally to communicate with native speakers of Chinese. Writing will be taught to an introductory level using the simplified script.

Chinese language training will be offered at two levels:

- **Level 1** will be for students who are complete beginners or are false beginners, but not up to the next level. Students are taught reading, writing and translation skills as well as speaking and listening.

- **Level 2** will be for students who have excelled at the beginner level, are confident in daily communication and able to recognise and write about 500-550 Chinese characters. Students must have learnt most of the main grammar points to enter this level.

**Placement test**

An assessment will be held during the induction week for students who think they might be appropriate for level 2. Students must achieve the required level in characters, translation between English and Chinese, and grammar analysis to be admitted to the level 2 course.

**Web learning**

In addition to their classes, students will be given the opportunity for language study using the website of the Oxford Centre for Teaching Chinese as a Foreign Language (CTCFL) in the Institute for Chinese Studies (http://www.ctcfl.ox.ac.uk/). Oxford is at the forefront of developing website-assisted programmes to improve interactive Chinese language teaching and learning, and we encourage and expect students to make full use of this opportunity.

**TV news**

China television news programmes are recorded daily and made available in the Language Lab to all language students, every morning from 9.30 to 10.00, for language training purposes. Level 2 students are strongly encouraged to attend from the start of their course. Level 1 students will probably want to wait until the second year.

**Textbook**

*Practical Chinese Reader* Books I and II, Beijing, Commercial Press, 1986 or later editions

**Collections**

Collections are informal examinations held in 0th week before the beginning of each term to give students feedback on their progress and ensure that they continue their regular studies over the university vacations. You will have Chinese language collections at the beginning of every term (except for that of your final examinations). This means that you will need to be in Oxford for the week before the start of each full term, so please arrange your travel plans accordingly. The marks do not count towards your final degree, but they are very important for you, your teachers, the
program director, and your colleges in assessing your progress on the degree and are often referred
to in references for future employers: take them seriously.

A warning: Any student who fails the collection at the beginning of the Hilary Term of their first year
should be very cautious about making plans to go to China in the summer, since failure in the
Qualifying exam in Trinity Term will mean taking a resit. Resit examinations are held in September
and you will have to be in Oxford for them.

Study in Beijing

The period between September and December of the second year (covering Michaelmas Term) will
be spent on full-time language study at Peking University. Attendance at classes is compulsory, and
the results of the collection before the start of term and of periodic tests will be forwarded to
Oxford.

Students continue to pay Oxford university fees and are expected to cover their own travel costs and
living expenses in China. However, these costs will normally be more than offset by the fact that
most Oxford colleges will not require students to keep their college room while in China. Students
are also eligible to apply for (modest) financial assistance from most colleges. The Faculty of Oriental
Studies will bear the cost of the fees charged by Peking University.

You can find out more about living in Beijing from The Oxford Undergraduate Handbook for Studying
Abroad in Beijing which is available on the CTCFL website
http://www.ctcfl.ox.ac.uk/Lang%20work/Study_in_China.htm

Further orientation for the term abroad will be provided in the Trinity Term of the first year.

Tips for Chinese language learning as part of the MPhil course

For many students on the MPhil learning Chinese will take up the majority of your study time.
Since few of you will have had experience learning a non-European language before, the amount
of memorisation required is likely to be a particular challenge. Generally speaking each hour of
language teaching will require at least three hours of self-study. Students starting Chinese from
scratch should expect to spend at least two hours each day memorising characters. This will be
in addition to homework on pronunciation, grammar etc. and of course it will also be in addition
to the reading and essay writing you are doing for your studies courses.

- Effective memorisation requires frequent repetition of the same material. You will learn
  more if you study the same material morning and evening every day. It is essential that you
  continue this daily repetition over the vacations. Some students find the Anki software
  (http://ankisrs.net/), which tests you regularly on flashcards, useful for this, but any regular
  scheme for testing yourself will also work.

- Organise essays and preparation for other classes so that it fits round the schedule of your
  language learning. It is essential to continue studying characters according to a regular
  pattern every day, even when you are writing an essay or preparing for an exam. A good
pattern might be to do an hour of character memorisation in the morning before you start your other work and another hour in the evening after you finish.

- **Attend class and submit your homework on time.** You are graduate students now and it is your responsibility to do this without pressure from your teachers. Work submitted late will not be marked.

As your Chinese improves you can look forward to a more flexible style of learning as you begin to read in Chinese for your dissertation research and perhaps even your regular studies classes.

**Further information**

Centre for Teaching Chinese as a Foreign Language [http://www.ctcfl.ox.ac.uk/](http://www.ctcfl.ox.ac.uk/)

This website provides language learning materials, timetables for language classes, and much other useful material.
6 DISSERTATION

6.1 Formal requirements:

The thesis must not exceed **20,000 words**, including footnotes, but excluding the bibliography. (You will be penalised for excessive length. Please be careful.)

It is submitted towards the beginning of the Trinity Term of your final year. Details of the date and the submission requirements will be found in the Exam Conventions.

6.2 Timetable

<table>
<thead>
<tr>
<th>First year</th>
<th>Hilary Term</th>
<th>Identify a topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class meeting with the Course Director to discuss dissertation topics. For this meeting you will need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. A dissertation proposal (1 page) including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>title, the question you want to examine, possible sources you hope to used.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The name of your proposed supervisor</td>
</tr>
<tr>
<td>Trinity Term</td>
<td>Meet with your supervisor to discuss your proposal. Ask for help with identifying suitable Chinese reading materials. Start reading English language materials, which will be more easily available in Oxford libraries than in China.</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Start reading through your Chinese materials. Work to be submitted to supervisor by 1 September: Literature review, report on the Chinese materials you have read so far</td>
<td></td>
</tr>
<tr>
<td>Second year</td>
<td>Michaelmas Term</td>
<td>Make use of your time in Beijing to conduct your research and produce the first drafts of two chapters. Deadlines for drafts to reach supervisor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 October: 1st chapter due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 December: second chapter due</td>
</tr>
<tr>
<td>Hilary Term</td>
<td>Formally submit the title of your dissertation to the Oriental Institute on Monday 0th Week Monday of 0 week: draft of third chapter due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with your supervisor to discuss your draft. First rewriting of the dissertation</td>
<td></td>
</tr>
<tr>
<td>Easter vacation</td>
<td>Second rewriting of the dissertation in response to your supervisor’s comments</td>
<td></td>
</tr>
<tr>
<td>Trinity Term</td>
<td>Submit final dissertation. Remember to leave yourself at least one week to proof-read, print out and bind your dissertation. Your supervisor is not responsible for proof-reading (including correcting spelling etc.).</td>
<td></td>
</tr>
</tbody>
</table>
It is your responsibility to identify a supervisor early in the process, to keep your supervisor informed of your progress, and to seek meetings with your supervisor when help is needed.

6.3 Choosing a topic

A thesis may take a variety of forms, but it is more than a glorified essay; it must be based on solid research in primary as well as secondary materials. You will be given credit for thoughtfulness in your choice of topic, originality of approach, assembling a sound body of evidence, presenting the evidence accurately, acknowledging your sources, ordering your argument logically, assessing the evidence systematically, and forming a conclusion based on all the evidence.

There are four major factors to be considered in choosing a topic.
(1) The topic should be worthy of consideration and study; you may want to avoid overworked topics where it is difficult to develop fresh and original lines of enquiry.
(2) You should choose a topic in line with your own interests and capabilities, so that your enthusiasm for your topic can be sustained.
(3) There must be adequate materials available to pursue the topic. In your case this also requires selecting a topic where there are Chinese language materials that will be available for you to read and are not too difficult. All students should be able to read newspaper articles, websites and other contemporary publications. Materials written before the 1920s, when the modern form of writing Chinese was widely adopted, are likely to be a challenge for most of you.
(4) You should consider, with the help of your supervisor, whether a particular topic is feasible within the limits of time and space; the regulations on the length of the dissertation and the deadline for submission usually mean choosing an aspect of a subject, within a restricted period of time or geographical area, rather than a complete and comprehensive treatment.

A dissertation is an enquiry into a topic. You set up a question (or a hypothesis), and assemble and analyse the writings and evidence that help to answer the question (or test the hypothesis). Your conclusion is your answer to the question on the basis of the information you have assembled, interpreted and analysed.

6.4 Sources for research

It is expected that your work will be at least partly based on material in the Chinese language: written sources (i.e. books, journals, newspapers and websites) and possibly films or interviews. You may choose to translate some of this material as part of your thesis, to appear in short passages in the text or in longer passages in one or more appendices. If you are translating longer passages, it is advisable to provide the Chinese text in an appendix.

Since for many of you reading Chinese will be a slow process, you need to identify the sources as soon as possible and work your way through them with a dictionary while you are in China. You will probably not have time to do this after you return to Oxford. If you are working on literature you should read the texts (at the very least the key passages) in the original and provide your own
translations in your dissertation, though you will probably also want to consult published translations where they are available.

Secondary materials are books and articles by scholars about your topic, which may be in English, Chinese or other languages. General background reading is essential to place your topic in context, and you should make sure at the beginning of your research that you have in place the framework for systematic background reading.

Basic bibliographical tools and links

<table>
<thead>
<tr>
<th><strong>Google &amp; Solo (Oxford)</strong></th>
<th>books and part of the available articles, Google will also lead you to useful as well as useless websites (always look out for websites posting specialist bibliographies)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BAS Online (only with the Oxford IP address or with a VPN connection)</strong></td>
<td><a href="http://quod.lib.umich.edu/b/bas/">http://quod.lib.umich.edu/b/bas/</a> (or through the list of Databases <a href="http://www.bodleian.ox.ac.uk/oxlip_databases">http://www.bodleian.ox.ac.uk/oxlip_databases</a>)</td>
</tr>
<tr>
<td><strong>Chinese journal articles</strong></td>
<td><a href="http://cnki.en.eastview.com/">http://cnki.en.eastview.com/</a></td>
</tr>
<tr>
<td><strong>Crucial books with extensive bibliographies</strong></td>
<td>Cambridge History of China-series</td>
</tr>
<tr>
<td><strong>Book review sections (for books and general intros)</strong></td>
<td>Science and Civilisation of China-series</td>
</tr>
<tr>
<td><strong>Book review sections (for books and general intros)</strong></td>
<td>major academic journals devoted to China/Asia (Journal of Asian Studies, T’oung Pao, The China Quarterly, China Information have a lot) or disciplinary journals (on history, political science and so forth).</td>
</tr>
</tbody>
</table>

Library catalogues for Chinese and Japanese materials

Please note that you often need to be logged in as an Oxford user to utilize these resources.

<table>
<thead>
<tr>
<th><strong>Bodleian</strong></th>
<th>Use Solo at <a href="http://solo.bodleian.ox.ac.uk">http://solo.bodleian.ox.ac.uk</a> in Pinyin, BUT much if not most is only catalogued in Chinese characters (i.e. not in transcription)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allegro catalogue</strong></td>
<td>The real entry point: <a href="http://bodley24.bodley.ox.ac.uk/cgi-bin/acwww25/maske.pl?db=oxchi">http://bodley24.bodley.ox.ac.uk/cgi-bin/acwww25/maske.pl?db=oxchi</a></td>
</tr>
</tbody>
</table>
### Sources for current events

#### Newspapers and magazines

- **Economist**
- **Financial Times**
- **Foreign Affairs**
- **New York Times**
- **South China Morning Post**

**Wall Street Journal Asia** ([asia.wsj.com](http://asia.wsj.com)) (See also its Chinese-language website [cn.wsj.com](http://cn.wsj.com))

#### Websites

Care has to be taken in selecting reliable online sources, partly because much online content does not have to be edited or approved before it goes live (unlike traditional sources such as books, magazines, journals, newspapers), and partly because information on the internet undergoes a constant process of revision, modification, recreation and deletion. Key guidelines to reliability include the inclusion of such details as the author’s name, title/position, and organisational affiliation; the date of page creation; and standard indicators such as the use of bibliography and citation of sources. By the same token, webpages which are anonymous, that display today’s date automatically regardless of when the content on the page was created, and which are lacking in scholarly apparatus may well be less academically trustworthy. The safest sources are probably those which are online equivalents of reliable print media materials: JSTOR, Project Muse, online newspapers, and so on. Blogs, opinion pieces, and other highly subjective accounts should be approached more cautiously: they can constitute useful primary materials, but are less valid as secondary sources.

**Reuters News Agency** ([http://www.reuters.com/places/china](http://www.reuters.com/places/china))

---

<table>
<thead>
<tr>
<th>United Kingdom</th>
<th>Union Catalogue: <a href="http://www.bodley.ox.ac.uk/rslpchin/">http://www.bodley.ox.ac.uk/rslpchin/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese e-resources at Oxford</td>
<td><a href="http://www.bodley.ox.ac.uk/dept/oriental/chier.htm">http://www.bodley.ox.ac.uk/dept/oriental/chier.htm</a></td>
</tr>
<tr>
<td>Note particularly: China Academic Journals China Core Newspapers Database</td>
<td>These provide the full text of all the main PRC journals and newspapers for the last few years, and some for much longer.</td>
</tr>
<tr>
<td>Internet</td>
<td>Increasing amounts of material can be found full-text on the Internet</td>
</tr>
</tbody>
</table>
Good all-round news source for China at present, especially for business, economics and politics. The articles headed “Insight” are particularly useful.

Boxun News http://en.boxun.com/

News about China by citizen journalists

China Digital Times http://chinadigitaltimes.net/
Resource for tracking online news and censored topics in the Chinese media, also publishes daily newsletter

China Policy Institute Blog: http://blogs.nottingham.ac.uk/chinapolicyinstitute/
hosted by the University of Nottingham but with external contributions

The Diplomat http://thediplomat.com/

A current affairs magazine for the Asia Pacific region

Human Rights Watch (China and Tibet) http://www.hrw.org/asia/china

Good for all sorts of protest movements and people who get in trouble with the government (environmental problems, Burmese refugees, religious sects, democracy activists etc etc).

Ministry of Tofu - http://www.ministryoftofu.com/

social topics/corruption scandals

中外对话China Dialogue http://www.chinadialogue.net/

Influential bilingual website focusing on environmental issues.

Tea Leaf Nation http://www.tealeafnation.com/

readable e-magazine collecting material from Chinese social media

China File http://www.chinafile.com

Online magazine run by the Center for US-China Relations and the Asia Society, edited by Orville Schell, big-name analysts. Also includes good links to other major China stories on the web.

NYT Sinosphere http://sinosphere.blogs.nytimes.com/:

Up-to-date commentary and analysis

Sinostand http://sinostand.com:

Current affairs blog run by Eric Fish, who rights for the Economic Observer

Sinica Podcast http://popupchinese.com/lessons/sinica/
hosted by Jeremy Goldkorn from Danwei and Kaiser Kuo, who is head of international communications for Baidu:

Sinocism [www.sinocism.com](http://www.sinocism.com)

Email newsletter (compiled by Bill Bishop, links from Chinese & international media):

The latest academic research

*China Journal*

*China Quarterly*

These are the two leading academic journals for study of contemporary China. You will find them on the periodicals display stand in the Chinese Studies Institute Library and online through the SOLO catalogue.

**Official websites**


Freely available database that is constantly updated.

### 6.5 Writing and Referencing

**Taking notes**

You should decide at an early stage how you are going to organise your notes; eg. according to subject matter, period, source etc. Whichever method you use, make sure that the information is accurate and complete, so that you will not have to return to the source.

Keep a full record of all your sources, including all the detail needed in your notes and bibliography: the author’s full name, complete title, publisher, date and place of publication, total page numbers for articles, and specific page numbers for references and citations. If you are using websites, keep a record of both the address and the date on which you consulted them. Be exact when taking down sentences which may be quoted later, but be careful not to use an author’s exact words in your own work if not quoting them. (See section 11: Academic honesty and plagiarism).

**Writing up**

Writing always takes longer than you think, and so you should start writing as soon as you begin to develop your ideas. Research rarely goes at a steady rate, and you need to pace yourself. You should plan realistic, intermediate goals so that you get a sense of achievement as you proceed. You may find it easier to write the main chapters first, then the conclusion, and finally return to the introduction. And you may well need to shuttle between these three in the process.
The introduction should present the topic, set out your specific aims, define your terms, and indicate your main lines of enquiry. It should also give details of your methodology, an overview of the historical and social context, literature review, or an account of your documentation (genesis, reliability, audience).

The core chapters will present your evidence and/or main findings of your research. At the end of each chapter, you may find it helpful to briefly sum up your main arguments, which will in turn be summarized and placed in context in the conclusion.

The conclusion should weigh-up and summarise your findings. Check that you have answered any questions raised in your introduction. You may need to look at differences as well as similarities in the events, arguments, phenomena, or works you have discussed, and to attempt to account for these.

Your dissertation is an exploration of an issue which seeks to address a specific question. Examiners have considerable discretion, but both they and other readers are likely to be concerned with: an interesting choice of topic; breadth of knowledge of the subject (including accurate background knowledge about China); use of a range of sources; evidence of the ability to use Chinese for research purposes (the aim of this MPhil); an argument that is clearly expressed, interesting and convincing; a clear structure that supports the argument; and correct presentation. Avoid including material (no matter how interesting) that is not directly relevant to your discussion.

Remember to leave sufficient time (at least one week!) to review your work and check for wrongspellings or typos. A spell checker is useful but at the same time can be misleading. For example, it may not show typing errors such as “it” for “if”. It is all the more awkward when you are dealing with Chinese-language materials. This means that spell checks should not replace checking the spelling yourself, but merely be used as an auxiliary tool.

**Backing up your work**
It is impossible to emphasise too strongly the importance of saving work frequently and of making copies. It is extraordinarily easy to lose a lot of work with the touch of a key, and it is a matter of basic common-sense always to have a current backup copy of any work that is in progress.

**References and writing styles**
All serious academic and non-academic publications have fairly rigid rules for the presentation of information and annotations. Serious newspapers also have handbooks for their journals that are sometimes even more detailed than guides for academic authors. The point of these conventions is that we can trace back and verify information. One of the first crimes in writing is copying others, either verbally or through excessive paraphrasing, without properly referencing the provenance of your information. We call this plagiarism.

You must supply footnotes or endnotes and bibliography in a proper standardized format, such as The Chicago Manual of Style (14th or 15th edition), Harvard Reference Style, Oxford Style, or any other well established and widely used style. Whatever style you choose to adopt, you must be accurate and consistent throughout. Do not invent a reference style of your own.
Make sure you double check dates, other numbers, names and titles of historical figures, and other factual data. When quoting, you also need to pay attention to the exact wording (including letter case) and punctuation.

1. Annotations
   Proper annotations to indicate where quotations come from and from which source information has been taken are absolute crucial. They prevent misunderstandings about plagiarism and allow the reader to check your statements and information. Very often people (and not just students!) have misunderstood their sources, so checking is essential.

2. Models
   Always check with your teacher. Follow an existing academic journal as a model (Harvard Journal of Asiatic Studies for premodern China/Japan/Korea, China Quarterly for modern China studies). Some examples follow further below.

3. Layout
   Every page should have sufficient top, bottom, left and right margins. When you start a section or chapter on a new page, do so using hard return (rather than inserting loads of manual empty spaces).

4. Footnotes/endnotes
   Which one to use is up to you or your teacher. Generally speaking when there is a lot of textual commentary, we use footnotes below the page. Otherwise we use endnotes, because they distract the reader. Abbreviated references to a book/article/website are practical, as long as your bibliography is arranged in such a way that references can be retrieved from there.

5. Glossary
   You must give the Chinese characters for any terms that you use in hanyu pinyin. You may either provide characters and translation in the text or provide a glossary at the end of the dissertation.

6. Bibliography
   a. Arrange your list alphabetically
   b. Only include items you have actually used in your essay or paper. It is not a reading list, but a reference tool for your reader.

There are scores of far more elaborate manuals and style sheets on the internet or in published form. For instance, the “Guide to Referencing in the Harvard Style” written by library staff at Anglia Ruskin University can be downloaded here: http://libweb.anglia.ac.uk/referencing/harvard.htm. This
is the same style used in the Harvard Journal of Asiatic Studies. Make sure you have one or more such tools yourself, so you can consult them when in doubt. Acquiring good routines in matters of style early on saves you much time later on. For Chinese language references we also refer to citation practices as found in the Harvard Journal of Asiatic Studies.

There are two main systems. You must pick one or the other. Don’t mix them. Once you have decided which to use you should follow the examples below exactly (down to the last comma).

1. The humanities, or footnote, style:

In this style, the details of a source you have used are provided in full in a numbered footnote at the bottom of the page. In theory there is no need for a bibliography if you are using this style because you have given all the publication details of the book in the note, but in practice a bibliography is often included, and you should include one in your essays. This system is mostly used in humanities subjects such as literature and history.

Bibliography

Books:
Name of author(s), initials, title of book (italicised), edition (only if not first edition). Place of publication: name of publisher, year of publication.


Articles in Academic Journals:
Name of author(s), initials. “Title of article.” (in inverted commas) name of journal (italicised), volume number, month/season year of publication (in parentheses): pages of the article.


Chapters in books (where each chapter is in fact an article written by a different person):
Name of author(s) of the chapter, initials. “Title of chapter.” In Title of book, by Name of author/editor. Place of publication: name of publisher, year of publication, info. re. Edition, pages of the chapter. E.g.:


Magazine or newspaper articles:
Name of author(s). “Title of the article.” Title of magazine or newspaper, date of publication, pages.

Footnotes:
These can be either at the bottom of the page (footnotes) or at the end of the essay (endnotes).
Books
Footnote number. Name of author, Title (Place of publication: publisher, year of publication), p. page number.


Articles in Academic Journals:
Footnote number. Name of author, “Title of article.” (in inverted commas) name of journal (italicised), volume number, year of publication (in parentheses): pages of the article.

If you then use the same source repeatedly you can abbreviate to:
Footnote number. Author's surname, Abbreviated Title, p. page number.

14. Sansom, Japan, p. 3.

2. The author-date, or MLA style:
In this style the basic information about your source (author, date, page no.) is inserted in parentheses in the main text directly after the place where you have used that text; the full bibliographical details are provided in the bibliography at the end of the article. This system is mostly used in social sciences, linguistics, translation studies and the natural sciences.

Bibliography
Books:
Name of author(s), initials, (year of publication) title of book (italicised). Place of publication: name of publisher, year of publication.


Articles in Academic Journals:
Name of author(s), initials, (year of publication) “Title of article.” (in inverted commas) name of journal (italicised), volume number, month/season year of publication: pages of the article.


Chapters in books (where each chapter is in fact an article written by a different person):
Name of author(s) of the chapter, initials (year of publication), “Title of chapter.” In Title of book, by Name of author/editor. Place of publication: name of publisher: pages of the chapter.

This is a really troublesome system to use if you have a lot of magazine or newspaper articles, so I am not going to suggest that you do so.

References
These come in the text of your essay in the form:
author’s name, date of publication: page no(s). E.g.

Sansom argues x, y and z (Sansom 1987:123).

If you have two different sources whose authors have the same surname you should include their initials.

For both systems:
1. Books in Chinese or Japanese:
If you are citing books written in Chinese or Japanese, the format is basically the same except for the author and title:

Author(s) in romanisation (space then) names in Chinese or Japanese script. Title of book in romanisation (space then) title in Chinese or Japanese script (translation of title, in parentheses, no italics). The rest as for English – no need to provide original script. E.g.:


2. Electronic sources
When citing electronic sources (any page from the WWW), you need to include the following information, in the following order:

The author’s name, last name first (if known); the full title of the work; the title of the complete work (if applicable); any version or file numbers; and the date of the document or last revision (if available). The URL, date of access in parentheses.

6.6 Academic honesty and plagiarism

Plagiarism is the presentation of the thoughts or work of another as one’s own. Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;

- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original, without acknowledgement.

- piecing together sections of the work of others into a new whole, without acknowledgement.

- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor, without acknowledgement.

- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.

The University website is the main repository for resources for staff and students on plagiarism and academic honesty: http://www.admin.ox.ac.uk/epsc/plagiarism/index.shtml

The University Educational Policy and Standards website: http://www.admin.ox.ac.uk/epsc/plagiarism/electrores.shtml also provides substantial educational written materials, workshops, and tutorials to aid students.

You are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management.
7. EXAMINATIONS

The Examination Regulations

These lay down the formal rules for the structure and examination of the course. Copies are available in college libraries. The full text is available online at http://www.admin.ox.ac.uk/examregs/contents.shtml

The Examination Conventions

All the information about how your exams are organised, what the questions will be like and what marks are given is in the exam conventions. They are available on the MPhil Modern Chinese Studies page of the Oriental Studies website (http://www.orinst.ox.ac.uk/ea/chinese/mph_modchst.html) This year’s conventions will be available by the end of the Michaelmas Term.

Read the exam conventions carefully before you take the exam!

Exam Organisation

What follows is a summary of the most important facts which relate to the examinations process. (Further information can be found in the Examination Regulations)

The proper conduct of all examinations in the University comes under the jurisdiction of the Proctors (two senior academics appointed for a one-year term of office and who, during their time in post, are relieved of all normal university activities). The Junior Proctor normally handles matters relating to graduate students and it is to the Proctors that all applications for dispensation, complaints and appeals must be made, with the advice and support of the student’s college.

Where deadlines are imposed, it is essential that they are strictly complied with. Penalties can be imposed for non-observance. At their most severe, these can amount to students being deemed to have failed part of their course.

Requests for extension of time to hand in papers due to illness or other matters of an urgent nature must be made before a deadline has passed only through your College Tutor to the Office of the Proctors. A fee may be charged.

Candidate numbers

In order to anonymise your work the university allocates you a ‘candidate number’. You will be issued with this number before your exam, but you can also find it through the Student Self Service Website http://www.ox.ac.uk/students/studentselfservice/. You must use this number on all examinations and assessed work. Do not write your student number or the number of your library barcode on your examinations.
Submitting your work at the Examination Schools

Submission procedure:
(a) go to the reception desk in the Exam Schools’ main hall, and obtain a receipt form (candidates with any Specific Learning Difficulty, for example dyslexia, should also obtain a cover sheet)
(b) complete the receipt form (and any cover sheet) with details as specified
(c) hand the work (in its envelope) and the receipt form to Schools staff at the desk
(d) Schools staff will add date and time to the receipt form and sign it to confirm receipt
(e) Schools staff will give a copy of the receipt form to the student

The core opening hours of the Examination Schools building are 8.30am to 5pm, Monday to Friday; the reception desk is staffed throughout this period. Outside these hours work cannot be receipted, since staff will not be present.

Submission deadlines are always set between these hours, so that the hand-in and receipt procedure can be followed (most submission deadlines are set for 12 noon, but you must check).

Written examinations

Written examinations are usually held in the Examination Schools on High Street - a nineteenth century building purpose-built for the holding of examinations.

Academic Dress
All members of the University are required to wear academic dress with subfusc clothing when attending any university examination, i.e.:

Men: A dark suit and socks, black shoes, a white bow tie, and plain white shirt and collar.
Women: A dark skirt or trousers, a white blouse, black tie, black stockings and shoes, and dark coat if desired.

Please refer to the Proctors’ and Assessor’s Memorandum for further information. You should receive a copy of this from your college and it is also available on the web at: http://www.admin.ox.ac.uk/proctors/

Bilingual dictionaries

Bilingual dictionaries are no longer allowed for non-native English speakers in University examinations, with the exception of examinations where bilingual dictionaries are permitted as a resource for all candidates regardless of their native tongue, and which are specified in Examination Regulations.

Pens

You may only use blue or black pens. The Examination Regulations state that work written in pencil or using coloured pens will not be marked.

For formal regulations and information on course requirements, examinations, thesis submission, supervision and other issues, students should consult the following in the University of Oxford, Examination Regulations, 2012. http://www.admin.ox.ac.uk/examregs/
Graduation Ceremonies
The final examiners meeting usually takes place at the start of July. Students should be available in Oxford up until this date in case there is some problem with their exam paper and they are required to attend a viva. For more information on Graduation you can visit http://www.ox.ac.uk/students/matriculation_graduation/.

Prizes
The following prizes are awarded for graduates. The prize money shown below is the total prize money for the fund. The Faculty reserves the right to split the prize money should there be more than one outstanding candidate for the prize.

Humphrey Ko Prize
£100

For best thesis for the M.Phil. Modern Chinese Studies.
8. ORGANISATION

8.1 Degree Administration

Teaching Rooms

Most teaching takes place in the China Centre. Please refer to the timetable for details.

Website

Information on the MPhil in Modern Chinese Studies is on the Oriental Institute website: [http://www.orinst.ox.ac.uk/ea/chinese/mph_modchst.html](http://www.orinst.ox.ac.uk/ea/chinese/mph_modchst.html)

WebLearn

WebLearn is Oxford’s centralised Virtual Learning Environment. Here you will find the course schedules, reading lists and notices for courses shared with the MSc in Modern Chinese Studies and for Chinese language.

WebLearn Beta is part of a Single Single-on system provided by Computing Services – the username and password are the same as for a number of other systems such as herald email. To set up your WebLearn Beta account please go to [https://weblearn.ox.ac.uk/portal](https://weblearn.ox.ac.uk/portal) Select ‘Oxford Account’ at the top right of the page and enter your Single Sign on username and password.

8.2 Student Administration

The student pages of the University website hold a wealth of information about Oxford – please see [http://www.ox.ac.uk/current_students/index.html](http://www.ox.ac.uk/current_students/index.html)

Here you will find information on arriving as a new student, registration, complaints and appeals, study, skills and employment, equality, health and welfare, facilities and services and disciplinary codes and procedures.

In addition, please see the information below:

Overseas Students

Advice for overseas students on a wide range of matters is available from the International Office within the University Offices. Some useful University websites include -

- International Student Guide [http://www.ox.ac.uk/international/international_support_services/index.html](http://www.ox.ac.uk/international/international_support_services/index.html)

  Information about the International Student Office, the University and the city of Oxford. Also, medical care, personal safety, bringing your family, employment and travel

- International Office
Information about visa renewal and immigration procedures, student funding and the international graduates’ scheme

- Oxford University Student Union (OUSU)
  [www.ousu.org](http://www.ousu.org)

Pages of special interest to Graduates
Welfare: [http://www.ousu.org/welfare](http://www.ousu.org/welfare)

**Student Self Service**

Student self service provides web access to important information that you will need throughout your academic career. You are able to view and update your personal and academic information throughout your studies at Oxford. This is where you check your examination entries, find out your candidate number and ultimately view your results. See [http://www.ox.ac.uk/students/studentselfservice/](http://www.ox.ac.uk/students/studentselfservice/).

**Registration**

An essential part of being a student of the University is the annual completion of registration. This is the process by which we check that we have all the necessary information about you.

You will use Student Self Service to carry out your registration. In addition, Student Self Service provides web access to important information that you will need throughout your academic career.

<table>
<thead>
<tr>
<th>You need to be a 'registered' student in order to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attend your course (programme of study)</td>
</tr>
<tr>
<td>• Release your loan from the UK Student Loans Company (SLC) or your sponsor/awarding body (where appropriate)</td>
</tr>
<tr>
<td>• Use your University email account</td>
</tr>
<tr>
<td>• Obtain your University Card/keep your University Card valid</td>
</tr>
<tr>
<td>• Be eligible to take University examinations</td>
</tr>
<tr>
<td>• Gain access to other Student Self Service facilities</td>
</tr>
</tbody>
</table>

You must complete your registration by the end of the first week of term in order to confirm your status as a member of the University. Ideally you should complete registration before you arrive.
NOTE: the examination regulations relating to all Oriental Studies courses are available at https://www.admin.ox.ac.uk/examregs/. If there is a conflict between information in any of the faculty handbooks and the exam regulations, you should always follow the exam regulations. If you have any concerns please contact academic@administrator.ox.ac.uk. The information in this handbook is accurate as at 1st October 2016, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes. Students will also be informed.