

**Teaching Program of 10 Courses
Conducted in Full English**

TAO QING SHNU 2017-5-2

- 1、 The Paradigm of Public Administration**
- 2、 New Economic Sociology**
- 3、 Management**
- 4、 Principles of Political Science**
- 5、 Public Economics**
- 6、 Cultural Anthropology**
- 7、 Political Sociology**
- 8、 Public Policy Analysis**
- 9、 Science of Administrative Law**
- 10、 Statistical Sociology**

Paradigm of Public Administration

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一、 Contents in Brief

1. An Introduction

2. Chapter 1: The Paradigms of P.A.

3. Chapter 2: Classical Thoughts of P.A. (by the end of 19th C.)

4. Chapter 3: Bureaucracy of P.A. (1920s'-1960s')

5. Chapter 4: New Management of P.A. (1970s'-1990s')

6. Chapter 5: New Administration of P.A. (1970s'-21st C.)

7. Chapter 6: Global Governance of P.A. (1990s'-21st C.)

8. Chapter 7: Other Masterpieces of P.A.

Revision and Final-examination

二、 Concepts about Paradigm

1、 Paradigm

The word paradigm refers to a dynamic field or "world" of concepts —such that it represents a union between intelligent inquiry and some particular kind of world view. The term has been used in linguistics and science to describe distinct concepts.

Until the 1960s, the word was specific to grammar: the 1900 Merriam-Webster dictionary defines its technical use only in the context of grammar or, in rhetoric, as a term for an illustrative parable or fable. In linguistics, Ferdinand de Saussure used paradigm to refer to a class of elements with similarities.

2、 Scientific Paradigm

From the 1960s onward, the word has referred to thought pattern in any scientific discipline or other epistemological context. The Merriam-Webster Online dictionary defines this usage as "a philosophical and theoretical framework of a scientific school or discipline within which theories, laws, and generalizations and the experiments performed in support of them are formulated; broadly : a philosophical or theoretical framework of any kind."

The historian of science Thomas Kuhn (Kuhn, Thomas S. *The Structure of Scientific Revolutions*, 3rd Ed. Chicago and London: Univ. of Chicago Press, 1996. ISBN 0-226-45808-3.) gave paradigm its contemporary meaning when he adopted the word to refer to the set of practices that define a scientific discipline at any particular period of time. Kuhn himself came to prefer the terms exemplar and normal science, which have more precise philosophical meanings.

3、 The Meaning of Scientific Paradigm

However in his book *The Structure of Scientific Revolutions* Kuhn defines a scientific paradigm as:

(1) what is to be observed and scrutinized

the kind of questions that are supposed to be asked and probed for answers in relation to this subject

(2)how these questions are to be structured

(3)how the results of scientific investigations should be interpreted

Alternatively, the Oxford English Dictionary defines paradigm as "a pattern or model, an exemplar." Thus an additional component of Kuhn's definition of paradigm is:

(4)how is an experiment to be conducted, and what equipment is available to conduct the experiment.

Thus, within normal science, the paradigm is the set of exemplary experiments that are likely to be copied or emulated. In this scientific context, the prevailing paradigm often represents a more specific way of viewing reality, or limitations on acceptable programs for future research, than the more general scientific method.

4、 Shifts of Scientific Paradigm

Paradigm shifts tend to be most dramatic in sciences that appear to be stable and mature, as in physics at the end of the 19th century. At that time, physicist Lord Kelvin famously stated, "There is nothing new to be discovered in physics now. All that remains is more and more precise measurement." Five years later, Albert Einstein published his paper on special relativity, which challenged the very simple set of rules laid down by Newtonian mechanics, which had been used to describe force and motion for over two hundred years. In this case, the new paradigm reduces the old to a special case in the sense that Newtonian mechanics is still a good model for approximation for speeds that are slow compared to the speed of light. Philosophers and historians of science, including Kuhn himself, ultimately accepted a modified version of Kuhn's model, which synthesizes his original view with the gradualist model that preceded it. Kuhn's original model is now generally seen as too limited.

Kuhn himself did not consider the concept of paradigm as appropriate for the social sciences. He explains in his preface to "The Structure of Scientific Revolutions" that he concocted the concept of paradigm precisely in order to distinguish the social from the natural sciences (p.x). He wrote this book at the Palo Alto Center for Scholars, surrounded by social scientists, when he observed

that they were never in agreement on theories or concepts. He explains that he wrote this book precisely to show that there are no, nor can there be any, paradigms in the social sciences. Mattei Dogan, a French sociologist, in his article "Paradigms in the Social Sciences," develops Kuhn's original thesis that there are no paradigms at all in the social sciences since the concepts are polysemic, the deliberate mutual ignorance between scholars and the proliferation of schools in these disciplines. Dogan provides many examples of the non-existence of paradigms in the social sciences in his essay, particularly in sociology, political science and political anthropology.

In *The Structure of Scientific Revolutions*, Kuhn wrote that "Successive transition from one paradigm to another via revolution is the usual developmental pattern of mature science." (p.12)

Kuhn's idea was itself revolutionary in its time, as it caused a major change in the way that academics talk about science. Thus, it could be argued that it caused or was itself part of a "paradigm shift" in the history and sociology of science. However, Kuhn would not recognize such a paradigm shift. Being in the social sciences, people can still use earlier ideas to discuss the history of science.

5、 Paradigm Paralysis

Perhaps the greatest barrier to a paradigm shift, in some cases, is the reality of paradigm paralysis: the inability or refusal to see beyond the current models of thinking.

This is similar to what psychologists term Confirmation bias. Examples include rejection of Galileo's theory of a heliocentric universe, the discovery of electrostatic photography, xerography and the quartz clock.

三、 Contents (in details)

1. An Introduction

(1) about this Course of P.A.

(2) about the Method of Teaching & Learning

2. Chapter 1: The Paradigms of P.A.

(1) Intensive Reading 1

Li Wen-Zhao , “Analysis on the Paradigms of the Public Administration”, the Journal of *Theory and Reform* 2005(2).

(2) Intensive Reading 2

Lan Zhi-yong, Chen Guo-quan, “Review on the Contemporary Western Public Administration”, *Journal of Public Management* 2007, Vol. 4,(3).

3. Chapter 2: Classical Thoughts of P.A. (by the end of 19th C.)

(1) Intensive Reading 1

Aristotle, BC 326, *Politics (Selected)*; Translated in English by Benjamin Jowett, Batoche Books, Kitchener, 1999.

(2) Intensive Reading 2

Adam Smith, 1776, *AN INQUIRY INTO THE NATURE AND CAUSES OF THE WEALTH OF NATIONS* , A PENN STATE ELECTRONIC CLASSICS SERIES PUBLICATION; Translated in English 2005.

(3) Intensive Reading 3

Frederick Engels, 1871/1891, “INTRODUCTION”, in Karl Marx: *THE CIVIL WAR IN FRANCE*, FOREIGN LANGUAGES PRESS PEKING, First Edition 1966; Translated in English by David J. Romagnolo, 1998.

(4) Intensive Reading 4

John Locke, 1823, *Two Treatises of Government*, from The Works of John Locke. A New Edition, Corrected. In Ten Volumes. Vol. V. London: Printed for Thomas Tegg; W. Sharpe and Son; G. Offor; G. and J. Robinson; J. Evans and Co.: Also R. Griffin and Co. Glasgow; and J. Gumming, Dublin. 1823.

4. Chapter 3: Bureaucracy of P.A. (1920s'-1960s')

(1) Intensive Reading 1

Woodrow Wilson, 1887, "The Study of Administration", *Political Science Quarterly*, Vol. 2, No. 2 (Jun., 1887), pp. 197-222, Published by: The Academy of Political Science.

(2) Intensive Reading 2

FRANK J. GOODNOW, 1900, *POLITICS and ADMINISTRATION: A Study in Government* (pp16-27), THE MACMILLAN COMPANY LONDON : MACMILLAN & CO., LTD. 1900.

(3) Intensive Reading 3

Frederick Winslow Taylor, 1911, *The Principles of Scientific Management* (pp42-49), by M.E., Sc.D.

(4) Intensive Reading 4

Weber, Max, *The Theory of Social and Economic Organization*. Translated by A.M. Henderson and Talcott Parsons. London: Collier Macmillan Publishers, 1947.

5. Chapter 4: New Management of P.A. (1970s'-1990s')

(1) Intensive Reading 1

Owen E. Hughes, 2003, *Public Management and Administration: An Introduction*, (1994/1998/2003 Third Edition), Palgrave Macmillan.

(2) Intensive Reading 2

David Osborne & Ted Gaebler, 1992, *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector* , Addison-Wesley Publ. Co.

6. Chapter 5: New Administration of P.A. (1970s'-21st C.)

(1) Intensive Reading 1

Frank Marini (Ed.), *Toward a New Public Administration: The Minnowbrook Perspective* Chandler Publishing Company , 1971.

(2) Intensive Reading 2

H. George Frederickson, *The Spirit of Public Administration* , Jossey-Bass Public Administration Series, Jossey-Bass; (1st edition) 1996.

(3) Intensive Reading 3

Robert B. Denhardt, *Theories of Public Organization*, Wadsworth Publishing; (4 edition) 2003.

(4) Intensive Reading 4

Douglas Yates, *Bureaucratic Democracy: The Search for Democracy and Efficiency*, Harvard University Press, 1982.

(5) Intensive Reading 5

Dwight Waldo, *The Administrative State: a Study of the Political Theory of American public administration* (New York: Ronald Press Co, 1948; rev ed New York: Holmes & Meier, 1984)

(6) Intensive Reading 6

David H. Rosenbloom, Robert S. Kravchuk and Richard M. Clerkin, *Public Administration: Understanding Management, Politics, and Law in the Public Sector* , McGraw Hill Higher Education; (7th edition) 2008.

(7) Intensive Reading 7

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall; (9th Edition) , 2003.

7. Chapter 6: Global Governance of P.A. (1990s'-21st C.)

(1) Intensive Reading 1

Vincent Ostrom, 1973, *The Intellectual Crisis in American Public Administration*. Alabama: The University of Alabama Press.

(2) Intensive Reading 2

Elinor Ostrom, 1990, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.

(3) Intensive Reading 1

Tony Bovaird, "Public governance: balancing stakeholder power in a network Society", SAGE Publications (London, Thousand Oaks, CA and New Delhi)

Vol 71(2):217-228, 2005 .

(4) Intensive Reading 2

Judy Johnston and Siegfried P. Gudergan, "Governance of public----private partnerships: lessons learnt from an Australian case?", *International Review of Administrative Sciences* 2007.

(5) Intensive Reading 3

Regina Birner and Heidi Wittmer, "Better public sector governance through partnership with the private sector and civil society: the case of Guatemala's forest administration ", *International Review of Administrative Sciences* 2006.

(6) Intensive Reading 4

Mark Laffey and Jutta Weldes, "Policing and global governance", in *Power in Global Governance*, Edited by Board Steve Smith and Raymond Duvall, Cambridge University Press, 2005.

8. Chapter 7: Other Masterpieces of P.A.

(1) Intensive Reading 1

Elton Mayo, *Hawthorne and the Western Electric Company, The Social Problems of an Industrial Civilisation*, Routledge, 1949.

(2) Intensive Reading 2

Parkinson, C. Northcote. "Parkinson's Law or the Rising Pyramid,"
in*Parkinson's Law and Other Studies in Administration*. New York : Houghton
Mifflin Company, Boston, 1957.

(3) Intensive Reading 3

Douglas McGregor , *The Human Side of Enterprise* , McGraw Hill Higher
Education; (First edition), 1960.

(4) Intensive Reading 4

Laurence J. Peter and Raymond Hull, *The Peter Principle* , William
Morrow & Company, Inc. New York, 1969.

四、Paradigms in Details

Paradigm 1: Superposition of Politics and P.A.

Classical Thoughts of P.A. (by the end of 19th C.)

: Classical Thoughts of P.A. (by the end of 19th C.)

(1) Intensive Reading 1

- Aristotle, BC 326, *Politics (Selected)*; Translated in English by Benjamin Jowett, Batoche Books, Kitchener, 1999.

(2) Intensive Reading 2

- Adam Smith, 1776, *AN INQUIRY INTO THE NATURE AND CAUSES OF THE WEALTH OF NATIONS*, A PENN STATE ELECTRONIC CLASSICS SERIES PUBLICATION; Translated in English 2005.

(3) Intensive Reading 3

- Frederick Engels, 1871/1891, “INTRODUCTION”, in Karl Marx: *THE CIVIL WAR IN FRANCE*, FOREIGN LANGUAGES PRESS PEKING, First Edition 1966; Translated in English by David J. Romagnolo, 1998.

(4) Intensive Reading 4

- John Locke, 1823, *Two Treatises of Government*, from The Works of John Locke. A New Edition, Corrected. In Ten Volumes. Vol. V. London: Printed for Thomas Tegg; W. Sharpe and Son; G. Offor; G. and J. Robinson; J. Evans and Co.: Also R. Griffin and Co. Glasgow; and J. Gumming, Dublin. 1823.

Paradigm 2: Bureaucracy of P.A. (1920s'-1960s')

(1) Intensive Reading 1

- Woodrow Wilson, 1887, “The Study of Administration”, *Political Science Quarterly*, Vol. 2, No. 2 (Jun., 1887), pp. 197-222, Published by: The Academy of Political Science.

(2) Intensive Reading 2

- FRANK J. GOODNOW, 1890, *POLITICS and ADMINISTRATION*: A

Study in Government (pp16-27), THE MACMILLAN COMPANY
LONDON : MACMILLAN & CO., LTD. 1900.

(3) Intensive Reading 3

- Frederick Winslow Taylor, 1911, *The Principles of Scientific Management* (pp42-49), by M.E., Sc.D.

(4) Intensive Reading 4

- Weber, Max , *The Theory of Social and Economic Organization*.
Translated by A.M. Henderson and Talcott Parsons. London: Collier
Macmillan Publishers, 1947.

Paradigm 3: New Management of P.A. (1970s'-1990s')

(1) Intensive Reading 1

- Owen E. Hughes, 2003, *Public Management and Administration: An Introduction*, (1994/1998/2003 Third Edition), Palgrave Macmillan.

(2) Intensive Reading 2

- David Osborne & Ted Gaebler, 1992, *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector* , Addison-Wesley Publ. Co.

Paradigm 4: New Administration of P.A. (1970s'-21st C.)

(1) Intensive Reading 1

- Frank Marini (Ed.), *Toward a New Public Administration: The Minnowbrook Perspective* Chandler Publishing Company , 1971.

(2) Intensive Reading 2

- H. George Frederickson, *The Spirit of Public Administration* , Jossey-Bass Public Administration Series, Jossey-Bass; (1st edition) 1996.

(3) Intensive Reading 3

Robert B. Denhardt, *Theories of Public Organization*, Wadsworth Publishing; (4 edition) 2003.

(4) Intensive Reading 4

- Douglas Yates, *Bureaucratic Democracy: The Search for Democracy and*

Efficiency, Harvard University Press, 1982.

(5) Intensive Reading 5

- Dwight Waldo, *The Administrative State: a Study of the Political Theory of American public administration* (New York: Ronald Press Co, 1948; rev ed New York: Holmes & Meier, 1984)

Paradigm 5: Global Governance of P.A. (1990s'-21st C.)

(1) Intensive Reading 1

- Vincent Ostrom, 1973, *The Intellectual Crisis in American Public Administration*. Alabama: The University of Alabama Press.

(2) Intensive Reading 2

- Elinor Ostrom, 1990, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.

(3) Intensive Reading 1

- Tony Bovaird, "Public governance: balancing stakeholder power in a network Society", SAGE Publications (London, Thousand Oaks, CA and New Delhi) Vol 71(2):217-228, 2005 .

(4) Intensive Reading 2

- Judy Johnston and Siegfried P. Gudergan, "Governance of public---private partnerships: lessons learnt from an Australian case?", *International Review of Administrative Sciences* 2007.

五、 Revision and Quiz / Examination

- **1、 Arguing in class in terms of chapters respectively;**
- **2、 Writing Essays should be less than 1000 words**
 - **in length after class in terms of chapters**
 - **respectively.**
- **3、 Final Examination**
 - **(Open-book ; intensive-readings in English)**

References

- Aristotle, BC 326, *Politics (Selected)*; Translated in English by Benjamin Jowett, Batoche Books, Kitchener, 1999.
- Adam Smith, 1776, *AN INQUIRY INTO THE NATURE AND CAUSES OF THE WEALTH OF NATIONS* , A PENN STATE ELECTRONIC CLASSICS SERIES PUBLICATION; Translated in English 2005.
- Frederick Engels, 1871/1891, “INTRODUCTION”, in Karl Marx: *THE CIVIL WAR IN FRANCE*, FOREIGN LANGUAGES PRESS PEKING, First Edition 1966; Translated in English by David J. Romagnolo, 1998.
- John Locke, 1823, *Two Treatises of Government*, from The Works of John Locke. A New Edition, Corrected. In Ten Volumes. Vol. V. London: Printed for Thomas Tegg; W. Sharpe and Son; G. Offor; G. and J. Robinson; J. Evans and Co.: Also R. Griffin and Co. Glasgow; and J. Gunning, Dublin. 1823.
- Woodrow Wilson, 1887, “The Study of Administration”, *Political Science Quarterly*, Vol. 2, No. 2 (Jun., 1887), pp. 197-222 ,Published by: The Academy of Political Science.
- FRANK J. GOODNOW, 1990, *POLITICS and ADMINISTRATION: A Study in Government* (pp16-27), THE MACMILLAN COMPANY LONDON : MACMILLAN & CO., LTD. 1900.
- Frederick Winslow Taylor, 1911, *The Principles of Scientific Management* (pp42-49), by M.E., Sc.D.
- Weber, Max , *The Theory of Social and Economic Organization*. Translated by A.M. Henderson and Talcott Parsons. London: Collier Macmillan Publishers, 1947.
- Owen E. Hughes, 2003, *Public Management and Administration: An Introduction*, (1994/1998/2003 Third Edition), Palgrave Macmillan.
- David Osborne & Ted Gaebler, 1992, *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector* , Addison-Wesley Publ. Co.

- Frank Marini (Ed.), *Toward a New Public Administration: The Minnowbrook Perspective* Chandler Publishing Company , 1971.
- H. George Frederickson, *The Spirit of Public Administration* , Jossey-Bass Public Administration Series, Jossey-Bass; (1st edition) 1996.
- Robert B. Denhardt, *Theories of Public Organization*, Wadsworth Publishing; (4 edition) 2003.
- Douglas Yates, *Bureaucratic Democracy: The Search for Democracy and Efficiency*, Harvard University Press, 1982.
- Dwight Waldo, *The Administrative State: a Study of the Political Theory of American public administration* (New York: Ronald Press Co, 1948; rev ed New York: Holmes & Meier, 1984)
- David H. Rosenbloom, Robert S. Kravchuk and Richard M. Clerkin, *Public Administration: Understanding Management, Politics, and Law in the Public Sector* , McGraw Hill Higher Education; (7th edition) 2008.
- Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall; (9th Edition) , 2003.
- Vincent Ostrom, 1973, *The Intellectual Crisis in American Public Administration*. Alabama: The University of Alabama Press.
- Elinor Ostrom, 1990, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
- Tony Bovaird, “Public governance: balancing stakeholder power in a network Society”, SAGE Publications (London, Thousand Oaks, CA and New Delhi) Vol 71(2):217-228, 2005 .
- Judy Johnston and Siegfried P. Gudergan, “Governance of public----private partnerships: lessons learnt from an Australian case?”, *International Review of Administrative Sciences* 2007.
- Regina Birner and Heidi Wittmer, “Better public sector governance through partnership with the private sector and civil society: the case of Guatemala’s forest administration ”, *International Review of Administrative Sciences* 2006.
- Mark Laffey and Jutta Weldes, “Policing and global governance”, in

***Power in Global Governance*, Edited by Board Steve Smith and Raymond Duvall, Cambridge University Press, 2005.**

Elton Mayo, *Hawthorne and the Western Electric Company, The Social Problems of an Industrial Civilisation*, Routledge, 1949.

Parkinson, C. Northcote. "Parkinson's Law or the Rising Pyramid," in *Parkinson's Law and Other Studies in Administration*. New York : Houghton Mifflin Company, Boston, 1957.

Douglas McGregor , *The Human Side of Enterprise* , McGraw Hill Higher Education; (First edition), 1960.

Laurence J. Peter and Raymond Hull, *The Peter Principle* , William Morrow & Company, Inc. New York, 1969.

Economic Sociology

Tao, Qing Phd.

一、 Name of Course

Economic Sociology

二、 Course Classification

- 1、 Elective Course / Courses Conducted in English**
- 2、 Sophomore and junior students majoring in sociology , economics , political science , law and international business/trade , etc.**

三、 Period Classification

- 1、 Term One of School Year each**
- 2、 6 Credits and**
- 3、 72 Credit Hours**

四、 Syllabus

1、 Text Book A (Intensive Reading)

Richard Swedberg, (2003) *Principles of Economic Sociology*, Princeton: Princeton University Press , ISBN 0-691-13059-0.

2、 Course Description

The last 25 years have witnessed an explosion in the popularity, creativity, and productiveness of economic sociology, an approach that traces its roots back to Max Weber. This important new text offers a comprehensive and up-to-date overview of economic sociology. It also advances the field theoretically by highlighting, in one analysis, the crucial economic roles of both interests and social relations.

Richard Swedberg describes the field's critical insights into economic life, giving particular attention to the effects of culture on economic phenomena and the ways that economic actions are embedded in social structures. He examines the full range of economic institutions and explicates the relationship of the economy to politics, law, culture, and gender.

Swedberg notes that sociologists too often fail to properly emphasize the role that self-interested behavior plays in economic decisions, while economists frequently underestimate the importance of social relations. Thus, he argues that the next major task for economic sociology is to develop a theoretical and empirical understanding of how interests and social relations work in combination to affect economic action.

This is the first book to encompass systematically the fundamentals of economic sociology. It offers a uniquely readable and learned overview, while also setting an agenda for the field.

Swedberg is a veritable encyclopedia in the fields of economics and economic sociology, and he brings his wide knowledge of both fields to bear in this book. The result is a comprehensive textbook that is a 'must-read' for scholars, and is still accessible and lively enough to be the perfect introduction for college students , and graduate students.

五、 Contents of Text Book

Principles of Economic Sociology

Preface

Charpter I

The Classics in Economic Sociology p1

Charpter II

Contemporary Economic Sociology p32

Charpter III

Economic Organization p53

Charpter IV

Firms p74

Charpter V

Economic and Sociological Approaches to Markets p104

Charpter VII

Politics and the Economy p158

Charpter VIII

Law and the Economy p189

Charpter IX

Culture and Economic Development p218

**(By Richard Swedberg, Professor of Sociology at Cornell University, Princeton
University Press and copyrighted, 2003)**

See also:

Text Book A (Intensive Reading) / details attached.

Main Teaching Plan of PPT / details attached.

六、 Quiz / Examination

- 1、 Arguing in class in terms of chapters respectively;**
- 2、 Writing Essays should be less than 1000 words in length after class in terms of chapters respectively.**
- 3、 Final Examination**

See also:

PPT material of Final Examination Paper for Economic Sociology / details attached.

七、 Evaluation of CCE Teaching of Economic Sociology

1、 Term 2, Academic year 2008-2009.

Students Number :55

Major: Public Administration

Credits: 4

Credit Hour :36

Course Number :080516

Average Score of Teaching : 88.24

See also: materials from teaching website, ustb / details attached.

2、 Term 1, Academic year 2009-2010.

Students Number :116

Major: Sociology & Public Administration

Credits: 4

Credit Hour :36

Course Number :080516

Average Score of Teaching : 92.67

Reference Readings

Nicole Woolsey Biggart (Eds.), 2002, *Readings in Economic Sociology*, Massachusetts: Blackwell Publishers Inc, ISBN 0-631-22862-4.

Mark Granovetter & Richard Swedberg (Eds.),1992,*The Sociology of Economic Life* , Oxford: Westview Press, ISBN 0-8133-1033-4.

Richard Swedberg , 1998, *Max Weber and the Idea of Economic Sociology* , Princeton: Princeton University Press , ISBN 0-691-02949-0.

Richard Swedberg , 1990, *Economics and Sociology ----Reading Their Boundaries : Conversations with Economists and Sociologists*, Princeton: Princeton University Press , ISBN 0-691-00376-9.

See also: Four copying original books / details attached.

Management A

一、 Course objectives:

The objective of this course is to understand management and managers. Managers are the one thing that all organizations-no matter the size, kind or location-need. And there's no doubt that the world managers face has changed, is changing, and will continue to change. The dynamic nature of today's organizations means both rewards and challenges for the individuals who will be managing those organizations. Management is a dynamic subject, and textbook on it should reflect those changes to help prepare you to manage under the current conditions.

二、 Teaching Approach:

The approach to learning management is simple: Management is about people. Managers manage people. Thus, the course will introduce you to real managers, real people who manage people. You get to see what being a manager is all about-the problems these real managers have faced and how they have resolved those problems. Not only do you have the benefit of your professor's wisdom and knowledge, you also have access to your very own team of advisors and mentors.

三、 Contents (in detail)

1. Introduction to Management

1. Management and Organizations
2. About the Managers
3. Why Study Management?

2. Chapter 1: Management activities and function

(1) Intensive Reading 1

T R. Holcomb, R. M. Holmes, Jr., and B. L. Connelly, "Making the Most of What You Have : Managerial Ability as a Source of Resource Value Creation, "Strategic Management Journal, May 2009

(2) Intensive Reading 2

E. C. Dierdorff, R. S. Rubin, and F. P. Morgeson, "The Milieu of Managerial Work: An Integrative Framework Linking Work Context to Role Requirements," Journal of Applied Psychology, June 2009

(3) Intensive Reading 3

D. Dougherty and A. Murthx "What Service Customers Really Want, "Harvard Business Review. September 2009, p. 22 ; and K. A. Eddleston, D. L. Kiddeq and B. E. Litzky, "Who's the Boss? Contending With Competing Expectations From Customers and Management, "Academy of Management Executive, November 2002, pp. 85-95.

3. Chapter 2: Management: Yesterday and Tomorrow

(1) Intensive Reading 1

R. J. Volkema, "Problem Formulation: Its Portrayal in the texts" Organizational Behavior Teaching Review, 11. No. 3 (1986-1987),

(2) Intensive Reading 2

J. Pfeffer and R. I. Sutton, "Why Managing by Facts Works, "Strategy & Business, Spring 2006. DD. 9-12.

(3) Intensive Reading 3

See, for example, P Tarraf and R. Molz, "Competitive Intelligence, "SAM Advanced Management Journal, Autumn 2006, pp-24-34 W. M. Fitzpatrick, "Uncovering Trade

Secrets The Legal and Ethical Conundrum of Creative Competitive Intelligence, "S. A. M Advanced Management Journal, Summer 2003, pp. 4-12 L. Lavelle, 'The Case of the Corporate Spy Businessfolk, November 26, 2001, pp. 56-58 C. Britton, "Deconstructing Advertising What Your Competitor's Advertising Can Tell You About Their Strategy Competitive intelligence, January/February 2002, pp. 15-19 ; and L. Smith, Business Intelligence Progress in Jeopardy 1Wrmalion Week, March 4, 2002, p. 74.

(4) Intensive Reading 4

S. Greenbar "New Heights in Business Intelligence Business Finance, March 2002, pp. 41-46; K. A. Zimmermann, "The Democratization of Business Intelligence KIV World, May 2002, pp. 20-21 ; and C. Britton, "Deconstructing Advertising What Your COmpetitor Advertising Can Tell You About Their Suategy," Completely intellegence, January/February 2002, pp. 15-19.

4. Chapter 3: Organizational Culture and the Environment:

The constraints

(1) Intensive Reading 1

See, for instance, J. Zhang and C. Baden-Fulle" the Influence of Technological Knowledge Base and Organizational Structure on Technology Collaboration," Journal of Management Studies. June 2010,pp. 679-704 C. C. Miller, W H. Glick, Y. D. Wang, and G. Hubei "Understanding Technology-Structure Relationships theory Development and Meta-Analytic Theory Testing Academy of Management Journal, June 1991, pp. 370-399 ; J. Hage and M. Aiken, "Routine Technology, Social Structure, and Organizational Goals Administrative Science Quarterly, September 1969, p. 366-371J. D. Thompson, Organizations in Action (New York McGiaw-Hill,1967) ; and C. Perrow,"A Framework for the Comparative Analysis of Organizations" American Sociological Review, April 1967, pp 194-208.

(2) Intensive Reading 2

D. M. Rousseau and R. A. Cooke, "Technology and Structure: The Concrete, Abstract, and Activity Systems of Organizations °Journal of Avengement, Fall-Winter 1984, pp. 345-361 ; and D. Gerwin,"Relationships between Structure and Technology in R C. Nystrom and W H. Starbuck (eds.), Handbook of organizational Design, vol. 2(New York Oxford

University Press, 1981), pp. 3-38.

(3) Intensive Reading 3

Leader who Made a Difference box based on N. Reilly, 'The Foundation for a New Prosperity Newsweek November 2, 2009, pp. B6+ D. Jones, "Reinvent Yourself and Your Company USA Today, June 15, 2009, and "Ding Dong! Empowerment Calling," Economist, May 30, 2009 p. 70.

5. Chapter 4: Management In a Global Environment

(1) Intensive Reading 1

S. Rabinowitz and D. T. Hall, "Organizational Research in Job Involvement," "Psychological Bulletin, March 1977, pp. 265-288 ; G. J. Blau, "A Multiple Study Investigation of the Dimensionality of Job Involvement. "Journal of Vocational Behavior August 1985, pp. 19-36 and N. A. Jan's, "Organizational Factors and Work Involvement 'Organizational Behavior and Human Decision Process, June 1985, pp. 382-396.

(2) Intensive Reading 2

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Revision and Final-examination

Management B

Chapter 1: Management activities and management function

1. Definition:

Coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively.

2. What Do Managers Do?

Management involves coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively. We already know that coordinating and overseeing the work of others is what distinguishes a managerial position from anytime, anywhere, or in any way. Instead, management involves ensuring that work activities are completed efficiently and effectively by the people responsible for doing them, or at least that's what managers aspire to do.

Efficiency refers to getting the most output from the least amount of inputs. Because equipment—they're concerned with the efficient use of those resources. It's often referred to company plant in Cedartown, Georgia, where employees make and assemble office furniture, efficient manufacturing techniques were implemented by doing things such as cutting inventory levels, decreasing the amount of time to manufacture productions and lowering product reject rates. These efficient work practices paid for as the

It not enough, however just to be efficient. Management is also concerned with being effective, completing activities so that organizational goals are attained.

Effectiveness is often described as doing the right things—that is, doing those work activities that will help the organization reach its goals. For instance, at the HON factory, goals included meeting customer rigorous demands, executing world-class manufacturing techniques, and making employee jobs easier and safer. Through various work initiatives, these goals were pursued and achieved. Whereas efficiency is concerned with the means of getting things done, effectiveness is concerned with the ends, or attainment of organizational goals. In successful organizations, high efficiency and high effectiveness typically go hand in hand. Poor management (which leads to poor performance) usually involves being inefficient and ineffective or being efficient, but inefficient.

3. Why Study Management?

You may be wondering why you need to study management. If you're majoring in administration or marketing or any field other than management, you may not understand how studying management is going to help you in your career. We can explain the value of studying management by looking at three things: the universality of management, the reality of work, and the rewards and challenges of being a manager.

The Universality of Management

Just how universal is the need for management in organizations? We can say with absolute certainty that management is needed in all types and sizes of organizations, at all organizational levels and in all organizational work areas, and in all organizations. No matter where they're located. This is known as the universality of management. In all these organizations, managers must plan, organize, lead and control. However, that's not to say that management is done the same way. What a supervisor in a software development group at Microsoft does versus what the CEO of Microsoft does is a matter of degree and emphasis, not of function. Because both are managers, both will plan, organize, lead and control. How much and how they do so will differ, however.

Management is universally needed in all organizations. So, we want to find ways to improve the way organizations are managed. Why? Because we interact with organizations every single day. Are you frustrated when you have to spend two hours in a state government office to get your driver's license renewed? Are you irritated when none of the sales people in a retail store seems interested in helping you? Is it annoying when you call an airline three times and customer sales representatives quote you three different prices for the same trip? These examples show problems created by poor management. Organizations that are well managed—and we'll share many examples of these throughout the text—develop a loyal customer base, grow, and prosper even during challenging times. Those that are poorly managed find themselves losing customers and revenues. By studying management, you'll be able to recognize poor management and work to get it corrected. In addition, you'll be able to recognize and support good management, whether it's in an organization with which you're simply interacting or whether it's an organization in which you're employed.

Chapter 2: Management: Yesterday and Tomorrow

Outline:

the relationship between management history, management activities, management thinking and management theory, the early management of Chinese and foreign ideas, management theory of the embryonic stage of the main management theory, to understand: the history of management and development; management activities, management thinking and management theory of the relationship between the evolution of management theory.

Contents:

一、 Teaching Requirements:

the main content of Adam Smith's division of labor theory; Babbage's contribution to management; Robert Owen's contribution to management; the representative, content and characteristics of each branch of management theory

First, the germination of management theory:

(A) of the management functions, principles of the discussion

(B) of the specific management techniques and methods of discussion

Second, the classical management theory:

(A) Taylor's scientific management theory

(B) the law of general management theory

(C) Weber's ideal theory of administrative organization system

Third, the new classical management theory:

(A) Mayo and his leadership Hawthorne test

(B) Barnard's organizational theory

Fourth, modern management theory:

(A) management process school

(B) the behavioral science school

(C) the theory of decision-making theory

(D) system management theory school

(E) contingency management theory

(F) Management Science School

二、 Historical Background of Management

Explain why studying management history is important.

Describe some early evidences of management practice.

Discuss why division of labor and the Industrial Revolution are important to the study of management.

List six management approaches.

三、 Scientific Management

1.Fredrick Winslow Taylor

The “father” of scientific management

Published Principles of Scientific Management (1911)

The theory of scientific management:

Using scientific methods to define the “one best way” for a job to be done

Putting the right person on the job with the correct tools and equipment

Having a standardized method of doing the job

Providing an economic incentive to the worker

2.Frank and Lillian Gilbreth

Focused on increasing worker productivity through the reduction of wasted motion

Developed the microchronometer to time worker motions and optimize performance.

How Do Today’s Managers Use Scientific Management?

Use time and motion studies to increase productivity

Hire the best qualified employees

Design incentive systems based on output

3.Henri Fayol

Believed that the practice of management was distinct from other organizational functions

Developed fourteen principles of management that applied to all organizational situations.

4.Max Weber

Developed a theory of authority based on an ideal type of organization (bureaucracy)

Emphasized rationality, predictability, impersonality, technical competence, and authoritarianism.

四、 Quantitative Approach

1.Quantitative Approach to Management

Define the quantitative approach and how it evolved.

Explain what the quantitative approach has contributed to the field of management.

Discuss how today's managers may not be comfortable with the quantitative approach.

2. Toward Understanding Organizational Behavior

Define organizational behavior.

Describe the contributions of the early advocates of OB.

Describe the design of the Hawthorne Studies.

Explain the contributions of the Hawthorne Studies to the field of management.

Chapter 3: Organizational Culture and the Environment: The constraints

Outline:

1. The Manager: Omnipotent or Symbolic

Define the omnipotent and symbolic views of management.

Contrast the action of manager according to the omnipotent and symbolic views.

Explain the parameters of managerial discretion.

2.The Organization's Culture

Define organizational culture.

Explain what the definition of culture implies.

Describe the seven dimensions of organizational culture.

Define a strong culture.

3.Current Organizational Issues Facing Managers

Explain how a strong culture affects whether an organization is ethical.

Describe the characteristics of an ethical culture.

List some suggestions for creating a more ethical culture.

Describe the characteristics of an innovative culture.

Explain six characteristics of a customer-responsive culture.

Discuss the actions managers can take to make their cultures more customer-responsive.

Define workplace spirituality.

4.The Environment

Define the external environment an specific and general environment.

Describe the components of the specific environment.

Contents:

一、 The Organization's Culture

1.Omnipotent View of Management

Managers are directly responsible for an organization's success or failure.

The quality of the organization is determined by the quality of its managers.

Managers are held most accountable

for an organization's performance

yet it is difficult to attribute
good or poor performance
directly to their influence
on the organization.

2.Symbolic View of Management

Much of an organization's success or failure is due to external forces outside of managers' control.

The ability of managers to affect outcomes is influenced and constrained by external factors.

The economy, customers, governmental policies, competitors, industry conditions, technology, and the actions of previous managers

Managers symbolize control and influence through their action

3.Organizational Culture

A system of shared meanings and common beliefs held by organizational members that determines, in a large degree, how they act towards each other.

“The way we do things around here.”

Values, symbols, rituals, myths, and practices

Implications:

Culture is a perception.

Culture is shared.

Culture is descriptive.

4.Strong Cultures

Are cultures in which key values are deeply held and widely held.

Have a strong influence on organizational members.

5.Factors Influencing the Strength of Culture

Size of the organization

Age of the organization

Rate of employee turnover

Strength of the original culture

Clarity of cultural values and beliefs

二、 How Employees Learn Culture

Stories

Narratives of significant events or actions of people that convey the spirit of the organization

Rituals

Repetitive sequences of activities that express and reinforce the values of the organization

Material Symbols

Physical assets distinguishing the organization

Language

Acronyms and jargon of terms, phrases, and word meanings specific to an organization

三、 How Culture Affects Managers

Cultural Constraints on Managers

Whatever managerial actions the organization recognizes as proper or improper on its behalf

Whatever organizational activities the organization values and encourages

The overall strength or weakness of the organizational culture

Simple rule for getting ahead in an organization:

Find out what the organization rewards and do those things.

四、 Stakeholder Relationships

Stakeholders

Any constituencies in the organization's external environment that are affected by the organization's decisions and actions

Why Manage Stakeholder Relationships?

It can lead to improved organizational performance.

It's the "right" thing to do given the interdependence of the organization and its external stakeholders.

Chapter 4: Management In a Global Environment

Outline:

What Your Global Perspective?

Define parochialism and explain why it can lead to problems.

Contrast ethnocentric, polycentric, and geocentric attitudes towards global business.

Describe the advantage and drawbacks of the three attitudes towards global business

Understanding the Global Environment

Describe the benefits from free trade.

Tell why the European Union began

Describe the current status of the European Union

Discuss the North American Free Trade Agreement.

Doing Business Globally

Contrast MNCs, TNCs, and borderless organizations.

Relate MNCs, TNCs, and borderless organizations to the three attitudes towards global business.

Describe the three stages organizations go through as they go global.

Define exporting, importing, licensing, and franchising.

Describe global strategic alliances, joint ventures, and foreign subsidiaries.

Managing in a Global Environment

Explain how the global legal-political environment affects managers.

Describe the effect of the global economic environment on managers.

Discuss Hofstede's five dimensions for assessing cultures.

Explain the nine GLOBE dimensions for assessing cultures.

Discuss the challenges of doing business globally in today's world.

Contents:

一、 Managing in a Global Environment

Challenges

Coping with the sudden appearance of new competitors

Acknowledging cultural, political, and economic differences

Dealing with increased uncertainty, fear, and anxiety

Adapting to changes in the global environment

Avoiding parochialism

二、 Adopting a Global Perspective

Ethnocentric Attitude

The parochialistic belief that the best work approaches and practices are those of the home country.

Polycentric Attitude

The view that the managers in the host country know the best work approaches and practices for running their business.

Geocentric Attitude

A world-oriented view that focuses on using the best approaches and people from around the globe.

三、 Regional Trading Agreements

The European Union (EU)

A unified economic and trade entity

Belgium, Denmark, France, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, the United Kingdom, Germany, Austria, Finland, and Sweden

Economic and monetary union (Euro)

North American Free Trade Agreement (NAFTA)

Eliminated barriers to free trade (tariffs, import licensing requirements, and customs user fees)

United States, Canada, and Mexico

Free Trade Area of the Americas

Southern Cone Common Market (Mercosur)

Association of Southeast Asian Nations (ASEAN)

Trading alliance of 10 Southeast Asian nations

African Union

四、 Different Types of Global Organizations

Multinational Corporation (MNC)

A firm which maintains operations in multiple countries but manages the operations from a base in the home country.

Transnational Corporation (TNC)

A firm that maintains operations in several countries but decentralizes management to the local country.

Borderless Organization

A firm that has eliminated structural divisions that impose artificial geographic barriers and is organized along business lines.

五、 How Organizations Go Global

Three Stages of Globalization

Stage I

Exporting products for sale overseas and importing products from overseas to sell in the home country.

Stage II

Committing to directly sell home-country products in overseas markets or contracting for products to be manufactured overseas and sold in the home country.

Stage III

Licensing manufacturing and franchising services to foreign firms to use the brand name, technology, or product specifications developed by the firm.

Chapter 5: Foundations of Planning

Outline:

What Is Planning?

Define planning.

Differentiate between formal and informal planning.

Why Do Managers Plan?

Describe the purposes of planning.

Tell the conclusions from studies of the relationship between planning and performance.

How Do Managers Plan?

Define goals and plans.

Describe the types of goals organizations might have.

Explain why it's important to know an organization's stated and real goals.

Describe each of the different types of plans.

Establishing Goals and Developing Plans

Discuss how traditional goal setting works.

Explain the concept of the means-end chain.

Describe the management by objective (MBO) approach.

List the steps in a typical MBO program.

Discuss the advantage and drawbacks of MBO programs.

Describe the characteristics of well-designed goals.

Explain the steps in setting goals.

Discuss the contingency factors that affect planning.

Describe the approaches to planning.

Explain the criticisms of planning and whether or not they're valid.

Describe how managers can effectively plan in today's dynamic environment.

Contents:

一、 What is Planning?

1.Planning

A primary functional managerial activity that involves:

Defining the organization's goals

Establishing an overall strategy for achieving those goals

Developing a comprehensive set of plans to integrate and coordinate organizational work.

Types of planning

Informal: not written down, short-term focus; specific to an organizational unit.

Formal: written, specific, and long-term focus, involves shared goals for the organization.

2.Purposes of Planning

Provides direction

Reduces uncertainty

Minimizes waste and redundancy

Sets the standards for controlling

3.The Relationship Between Planning And Performance

Formal planning is associated with:

Higher profits and returns of assets.

Positive financial results.

The quality of planning and implementation affects performance more than the extent of planning.

The external environment can reduce the impact of planning on performance,

Formal planning must be used for several years before planning begins to affect performance.

4.Elements of Planning

Goals (also Objectives)

Desired outcomes for individuals, groups, or entire organizations

Provide direction and evaluation performance criteria

Plans

Documents that outline how goals are to be accomplished

Describe how resources are to be allocated and establish activity schedules

二、 Types of Goals

1.Financial Goals

Are related to the expected internal financial performance of the organization.

2.Strategic Goals

Are related to the performance of the firm relative to factors in its external environment

(e.g., competitors).

3.Stated Goals versus Real Goals

Broadly-worded official statements of the organization (intended for public consumption) that may be irrelevant to its real goals (what actually goes on in the organization).

4.Strategic Plans

Apply to the entire organization.

Establish the organization's overall goals.

Seek to position the organization in terms of its environment.

Cover extended periods of time.

5.Operational Plans

Specify the details of how the overall goals are to be achieved.

Cover short time period

6.Long-Term Plans

Plans with time frames extending beyond three years

7.Short-Term Plans

Plans with time frames on one year or less

8.Specific Plans

Plans that are clearly defined and leave no room for interpretation

9.Directionals Plans

Flexible plans that set out general guidelines, provide focus, yet allow discretion in implementation.

10.Single-Use Plan

A one-time plan specifically designed to meet the need of a unique situation.

11.Standing Plans

Ongoing plans that provide guidance for activities performed repeatedly.

三、 Approaches to Establishing Goals

1.Traditional Goal Setting

Broad goals are set at the top of the organization.

Goals are then broken into subgoals for each organizational level.

Assumes that top management knows best because they can see the "big picture."

Goals are intended to direct, guide, and constrain from above.

Goals lose clarity and focus as lower-level managers attempt to interpret and define the goals for their areas of responsibility.

2.Maintaining the Hierarchy of Goals

Means-Ends Chain

The integrated network of goals that results from a establishing a clearly-defined hierarchy of organizational goals.

Achievement of lower-level goals is the means by which to reach higher-level goals (ends).

3.Management By Objectives (MBO)

Specific performance goals are jointly determined by employees and managers.

Progress toward accomplishing goals is periodically reviewed.

Rewards are allocated on the basis of progress towards the goals.

Key elements of MBO:

Goal specificity, participative decision making, an explicit performance/evaluation period, feedback

四、 Contemporary Issues in Planning

Effective Planning in Dynamic Environments

Develop plans that are specific but flexible.

Understand that planning is an ongoing process.

Change plans when conditions warrant.

Persistence in planning eventually pay off.

Flatten the organizational hierarchy to foster the development of planning skills at all organizational levels.

Chapter 6: Strategic Management

Outline:

The Importance of Strategic Management

Define strategic management.

Explain why strategic management is important.

Discuss what studies of the effectiveness of strategic management have shown.

The Strategic Management Process

List six steps in the strategic management process.

Explain why it's important to know an organization's mission.

Describe what managers do when they do external and internal analyses.

Explain the role of resources, capabilities, and core competencies in the internal analysis.

Define strengths, weaknesses, opportunities, and threats.

Discuss what happens during strategy formulation, implementation, and evaluation.

Types of Organizational Strategies

Tell what strategies each level of management is typically responsible for.

Describe the three major types of corporate strategies.

Explain the three growth strategies.

Discuss when organizations might pursue a stability strategy.

Describe two renewal strategies.

Contents:

1. Why Strategic Management Is Important

It results in higher organizational performance.

It requires that managers examine and adapt to business environment changes.

It coordinates diverse organizational units, helping them focus on organizational goals.

It is very much involved in the managerial decision-making process.

2. Strategic Management Process

Step 1: Identifying the organization's current mission, objectives, and strategies

Mission: the firm's reason for being

The scope of its products and services

Goals: the foundation for further planning

Measurable performance targets

Step 2: Conducting an external analysis

The environmental scanning of specific and general environments

Focuses on identifying opportunities and threats

Step 3: Conducting an internal analysis

Assessing organizational resources, capabilities, activities, and culture:

Strengths (core competencies) create value for the customer and strengthen the competitive position of the firm.

Weaknesses (things done poorly or not at all) can place the firm at a competitive disadvantage.

Steps 2 and 3 combined are called a SWOT analysis. (Strengths, Weaknesses, Opportunities, and Threats)

Step 4: Formulating strategies

Develop and evaluate strategic alternatives

Select appropriate strategies for all levels in the organization that provide relative advantage over competitors

Match organizational strengths to environmental opportunities

Correct weaknesses and guard against threats

Step 5: Implementing strategies

Implementation: effectively fitting organizational structure and activities to the environment

The environment dictates the chosen strategy; effective strategy implementation requires an organizational structure matched to its requirements.

Step 6: Evaluating Results

How effective have strategies been?

What adjustments, if any, are necessary?

3. Organizational Strategies

Corporate Strategies

Top management's overall plan for the entire organization and its strategic business units

Types of Corporate Strategies

Growth: expansion into new products and markets

Stability: maintenance of the status quo

Renewal: redirection of the firm into new markets

Growth Strategy

Seeking to increase the organization's business by expansion into new products and markets.

Types of Growth Strategies

Concentration

Vertical integration

Horizontal integration

Diversification

4. Growth Strategies

Concentration

Focusing on a primary line of business and increasing the number of products offered or markets served.

Vertical Integration

Backward vertical integration: attempting to gain control of inputs (become a self-supplier).

Forward vertical integration: attempting to gain control of output through control of the distribution channel and/or provide customer service activities (eliminating intermediaries).

Horizontal Integration

Combining operations with another competitor in the same industry to increase competitive strengths and lower competition among industry rivals.

Related Diversification

Expanding by merging with or acquiring firms in different, but related industries that are "strategic fits".

Unrelated Diversification

Growing by merging with or acquiring firms in unrelated industries where higher financial returns are possible.

Stability Strategy

A strategy that seeks to maintain the status quo to deal with the uncertainty of a dynamic environment, when the industry is experiencing slow- or no-growth conditions, or if the owners of the firm elect not to grow for personal reasons.

Renewal Strategies

Developing strategies to counter organization weaknesses that are leading to performance

declines.

Retrenchment: focusing of eliminating non-critical weaknesses and restoring strengths to overcome current performance problems.

Turnaround: addressing critical long-term performance problems through the use of strong cost elimination measures and large-scale organizational restructuring solutions.

5. Five Competitive Forces

Threat of New Entrants

The ease or difficulty with which new competitors can enter an industry.

Threat of Substitutes

The extent to which switching costs and brand loyalty affect the likelihood of customers adopting substitutes products and services.

Bargaining Power of Buyers

The degree to which buyers have the market strength to hold sway over and influence competitors in an industry.

Bargaining Power of Suppliers

The relative number of buyers to suppliers and threats from substitutes and new entrants affect the buyer-supplier relationship.

Current Rivalry

Intensity among rivals increases when industry growth rates slow, demand falls, and product prices descend.

6. Competitive Strategies

Cost Leadership Strategy

Seeking to attain the lowest total overall costs relative to other industry competitors.

Differentiation Strategy

Attempting to create a unique and distinctive product or service for which customers will pay a premium.

Focus Strategy

Using a cost or differentiation advantage to exploit a particular market segment rather a larger market.

The Rule of Three

The competitive forces in an industry, if unfettered, will inevitably create a situation where

three companies (full-line generalists) will dominate any given market

Some firms in the same market become super niche players and while others end up as stuck-in-the-ditch dwellers.

Chapter 7: Leadership

Outline:

Managers versus Leaders

Contrast leaders and managers.

Explain why leadership is an important behavioral topic.

Early Leadership Theories

Discuss what research has shown about leadership traits.

Contrast the findings of the four behavioral leadership theories.

Explain the dual nature of a leader's behavior.

Contingency Theories of Leadership

Explain how Fiedler's theory of leadership is a contingency model.

Contrast situational leadership and the leader participation model.

Discuss how path-goal theory explains leadership.

Cutting Edge Approaches to Leadership

Differentiate between transactional and transformational leaders.

Describe charismatic and visionary leadership.

Leadership Issues in the Twenty-First Century

Tell the five sources of leader's power.

Discuss the issues today's leaders face.

Explain why leadership is sometimes irrelevant.

What Is An Organization?

Describe the characteristics of an organization.

Explain how the concept of an organization is changing.

Why Study Management?

Explain the universality of management concept.

Discuss why an understanding of management is important even if you don't plan to be a manager.

Describe the rewards and challenges of being a manager.

Contents:

一、 Early Leadership Theories

1. Trait Theories (1920s-30s)

Research focused on identifying personal characteristics that differentiated leaders from nonleaders was unsuccessful.

Later research on the leadership process identified seven traits associated with successful leadership:

Drive, the desire to lead, honesty and integrity, self-confidence, intelligence, job-relevant knowledge, and extraversion.

2. Behavioral Theories

University of Iowa Studies (Kurt Lewin)

Identified three leadership styles:

Autocratic style: centralized authority, low participation

Democratic style: involvement, high participation, feedback

Laissez faire style: hands-off management

Research findings: mixed results

No specific style was consistently better for producing better performance

Employees were more satisfied under a democratic leader than an autocratic leader.

二、 Contingency Theories of Leadership

1. The Fiedler Model

Proposes that effective group performance depends upon the proper match between the leader's style of interacting with followers and the degree to which the situation allows the leader to control and influence.

Assumptions:

A certain leadership style should be most effective in different types of situations.

Leaders do not readily change leadership styles.

Matching the leader to the situation or changing the situation to make it favorable to the leader is required.

Least-preferred co-worker (LPC) questionnaire

Determines leadership style by measuring responses to 18 pairs of contrasting adjectives.

High score: a relationship-oriented leadership style

Low score: a task-oriented leadership style

Situational factors in matching leader to the situation:

Leader-member relations

Task structure

Position power

2. Hersey and Blanchard's Situational Leadership Theory (SLT)

① Argues that successful leadership is achieved by selecting the right leadership style which is contingent on the level of the followers' readiness.

Acceptance: leadership effectiveness depends on whether followers accept or reject a leader.

Readiness: the extent to which followers have the ability and willingness to accomplish a specific task

② Leaders must relinquish control over and contact with followers as they become more competent.

③ Creates four specific leadership styles incorporating Fiedler's two leadership dimensions:

Telling: high task-low relationship leadership

Selling: high task-high relationship leadership

Participating: low task-high relationship leadership

Delegating: low task-low relationship leadership

3. Leader Participation Model

Posits that leader behavior must be adjusted to reflect the task structure—whether it is routine, nonroutine, or in between—based on a sequential set of rules (contingencies) for determining the form and amount of follower participation in decision making in a given situation.

Contingencies: decision significance, importance of commitment, leader expertise, likelihood of commitment, group support, group expertise

4. Path-Goal Model

States that the leader's job is to assist his or her followers in attaining their goals and to provide direction or support to ensure their goals are compatible with organizational goals.

Leaders assume different leadership styles at different times depending on the situation:

Directive leader

Supportive leader

Participative leader

Achievement oriented leader

三、 Empowering Employees

Empowerment

Involves increasing the decision-making discretion of workers such that teams can make key operating decisions in develop budgets, scheduling workloads, controlling inventories, and solving quality problems.

Why empower employees?

Quicker responses problems and faster decisions.

Address the problem of increased spans of control in relieving managers to work on other problems.

Revision and Quiz / Examination

- 1、 Arguing in class in terms of chapters respectively;
- 2、 Writing Essays should be less than 1000 words in length after class in terms of chapters respectively.
- 3、 Final Examination
- (Open-book ; intensive-readings in English)

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- Howard M.Weiss, Deconstructing Job Satisfaction. Separating Evaluations,Beliefs and Affective Experiences[J], Human Resource Management.
- Wright, P.M,Boswell, W.R.,Desegregating HRM.A Review and Synthesis of Micro and Macro Human Resource Management Research [J].Journal of Management.2002.
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- E. C. Dierdorff, R. S. Rubin, and F. P. Morgeson,"The Milieu of Managerial Work: An Integrative Framework Linking Work Context to Role Requirements," Journal of Applied Psychology, June 2009
- D. Dougherty and A. Murthx "What Service Customers Really Want, "Harvard Business Review. September 2009, p. 22 ; and K. A. Eddleston, D. L. Kiddeq and B. E. Litzky,"Who's the Boss? Contending With Competing Expectations From Customers and Management, "Academy of Management Executive, November 2002, pp. 85-95.
- R. J. Volkema,"Problem Formulation: Its Portrayal in the texts" Organizational Behavior Teaching Review, 11. No. 3 (1986-1987),
- S. Rabinowitz and D. T. Hall, "Organizational Research in Job Involvement, "Psychological Bulletin, March 1977, pp. 265-288 ; G. J. Blau,"A Multiple Study Investigation of the Dimensionality of Job Involvement. "Journal of Vocational Behavior August 1985, pp. 19-36 and N. A. Jan's, "Organizational Factors and Work Involvement 'Organizational Behavior and Human Decision Process, June 1985, pp. 382-396.

D. A. Hanison, D. A. Newman, and P L. Roth, "How Important Are Job Attitudes? Meta-Analytic Comparisons of Integrative Behavioral Outcomes and Time Sequences, "Academy of Management Journal, April 2006, pp. 305-325 ; G. J. Blau,"Job Involvement and Organizational Commitment as Interactive Predictors of Tardiness and Absenteeism, "Journal of Management, Winter 1986, pp. 577-584 and K.Boat and R. Cadambine, "Attitudinal Correlates of Turnover and Absenteeism A Meta-Analysis, "paper presented at the meeting of the American Psychological Association, Toronto, Canada, 1984.

G. J. Blau and K. Boal, "Conceptualizing How Job Involvement and Organizational Commitment Affect Turnover and Absenteeism Academy of Management Review, April 1987, p. 290.

J. E. Salgado,"The Five Factor Model of Personality and Job Performance in the European Community Journal of Applied Psychology, February 1997, pp. 30-43. Not This study covered the original 15-nation European community and did not include the countries that have joined since.

N. H. Frijda,"Moods, Emotion Episodes, and Emotions, "in M. Lewis and J. M. Havilland (eds.), Handbook of Emotions (New York Guilford Press, 1993). pp. 381-403.

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G. B. Graen and M. Uhl-Bien, "Relationship Based Approach to Leadership : Development of Leader Member Exchange (LMX) theory of Leadership Over 25 Years Applying a Multi-Domain Perspective 'Leadership Quarterly Summer 1995, pp. 219-247 R. C. Liden, R.

T. Sparrowe, and S. J. Wayne," Leader-Member Exchange Theory The Past and Potential for the Future \n G. R. Fen\s (ed.), Research in Personnel and Human Resource Management, vol. 15 (Greenwich, CT JAI Press, 1997), pp. 47-119 ; and C. P Schriesheim, S. L. Castro. X. Zhou, and R J. Yammarino,"The Folly of Theorizing 'A but Testing'B'A Selective Level Analysis Review of the Field and a Detailed Leader Member

Exchange Illustration, "Leadership Quarterly Winter 2001, pp. 515-551.

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Wang, X-M., Legislation Enlightenment by the Comparison of China and L, L'S Public Participation in Environmental impact Assessment (1,1A) ,Journal of China University of Geosciences (Social Sciences Edition), 2014,14(4),pp.34-43.

Principles of Political Science

一、 Name of Course

Principles of Political Science

二、 credits & credit hour

Total credit hour /Total credits: 48/3

theorycredit hour /theory credits: 44/2.75

experimentcredit hour /experiment credits: 4/0.25

三、 Course Classification

- 1 、 Major compulsory course Conducted in English
- 2 、 Freshmenstudents majoring inscience of administration,management, Sociology etc.

四、 Objectives of the Course

As the basic course of PA, through the study of this course, students are required to systematically master the basic theory and basic knowledge of modern politics, with a preliminary analysis of the political ability, for the further study of political science and other related disciplines to lay a solid foundation.

The specific requirements:

(1) understand political science major analysis model and analysis method, master preliminaryacademic ability of analysis of political issues .

(2) master the basic concepts of politics, basic category and its historical change.

(3) master the basic theory of political science and its inherent logic relation and the main analysis method.

五、 Chapter & Class hour

Chapter 1 Politics and political science (4hours)

Chapter 2 Political power and political rights (4hours)

Chapter 3 Political management and political participation (4hours)

Chapter 4 Countries (8hours)

Chapter 5 Political parties and political groups (4hours)

Chapter 6 Ethnic and religious (4hours)

Chapter 7 Political culture and political socialization (4hours)

Chapter 8 The political development (4hours)

Chapter 9 Political democracy(4hours)

Chapter 10 International political(4hours)

六、 Contents

According to the intention mentioned above,the main content is arranged as follows.

Chapter 1 Politics and political science

The meaning of political,the research object of political science,political science research scope,political science with related disciplines,the ancient Chinese politics and the historical evolution of the western politics, the formation and development of Marxist political science,the meaning of study and research political science,andpolitical science research methodsare also mentioned in Chapter 1.

Chapter 2 Political power and political rights

The meaning and characteristics of political subjects,political role theory and the type of political subject,the meaning and characteristics of power and political power,the role of political power,the meaning and the basic content of political rights, and the role of political rights for social and political lifeare also mentioned in Chapter 2.

Chapter 3 Political management and political participation

The meaning,types , functions ,ways and roles of political management;the definition, characteristics,Ways , methods,the basic conditions ,influence factors, roles and The development directionof political participationare also mentioned in Chapter 3.

Chapter 4 Countries

The original clan commune system,countries produce and its difference with clan organization,the exploiting classes thinkers theories about the origin of the country; the definition of the Marxism about the country,state power,the nation's basic functions,the meaning of national form and its basic content,national regime organization form,national structure form,the concept and general issues of national institutions,the institutions of the state in the capitalist countriesandthe socialist countriesare also mentioned in Chapter 4.

Chapter 5 Political parties and political groups

The concept and classification of the party,the concept of political party system,political party system in the capitalist countries and the socialist countries;the concept of political groups, political groups in the capitalist countries and the socialist countries are also mentioned in Chapter 5.

Chapter 6 Ethnic and religious

Introduction to ethnic problems,the ethnic problems in the capitalist countries and the socialist countries;the essence of religion,Religion and politics in the capitalist countriesand the socialist countriesare also mentioned in Chapter 6.

Chapter 7 Political culture and political socialization

The meaning,function,the classification and structure of political culture;the relationship betweenpolitical culture and political socialization,the methods and the way of political socialization,adhere to the correct direction of socialist political culture in our countryare also mentioned in Chapter 7.

Chapter 8 The political development

The definition, characteristics, objectives of political development,the political development and political modernization;ways of political development,political revolution and political reform are also mentioned in Chapter 8.

Chapter 9 Political democracy

The definition and basic characteristics of political democracy,former capitalist society political democracy,the capitalist democracy and socialist democracy;the development approach and social political action of political democracy are also mentioned in Chapter 9.

Chapter 10 International political

The meaning of international politics,the relation and distinction between international politics and domestic politics;sovereign states, international organizations, andother international political behavior main body;International politics basic principles and international law,international political structure,and the formation and development of international politics after the warare also mentioned in Chapter 10.

七、 Course Schedule

Week	Topic
1	The object of study, historical development of political science
2	Research methods in politics and the political subject
3	Political power and political rights
4	Political debate and the meaning, types of political management
5	Political management and political participation
6	origin, essence and functions of Country
7	National form and National institutions
8	Political parties and political party system
9	political groups and Reading report
10	Ethnic and religious
11	Political culture and the relationship between Political culture and political socialization
12	Political socialization and the political development
13	Political revolution and political reform
14	Political democracy
15	the development approach and role of political democracy and The meaning of international politics,
16	International political
17~18	Final exam

八、 performance assessment method:

content	Proportion
Attendance	10%
Classroom performance	10%
Political debate	20%
Reading report	20%
Final Exam	40%

九、Teaching methods

Based on the characteristics of the undergraduate courses, the classroom teaching as the main teaching method of the course theory learning, experiment study mainly include class debate and the book report forms, teaching methods using multimedia courseware teaching. The purpose of Class debate and the book report is to let each students to think independently, to expand the student's field of vision, so as to deepen the understanding of curriculum knowledge and cultivate students' research ability and the ability to analyze specific issues.

Reference Readings

- Wang Huiyan,*politics principle*, higher education press, 2006
- Engels,*The family, private ownership and national origins*, *Marx and Engels anthology, the fourth volume*
- Lenin,*State and revolution, Lenin anthology, the third volume.*
- Lenin,*on state*, *Lenin anthology, the fourth volume*
- MAO Zedong,*The theory of new democracy, selected works, the third volume*
- MAO zedong, *On the people's democratic dictatorship, selected works, the fourth volume*
- The theory of Marx and Engels political and political system*, people's publishing house, 1985
- Aristotle,*The politics*, the commercial press, 1981
- Montesquieu,*The spirit of law*, the commercial press, 1982
- Rousseau,*Social contract theory*, the commercial press, 1982.
- John Locke,*The theory of government*, the commercial press, 1982.
- Machiavelli, *The prince*, the commercial press, 1985.
- Tocqueville,*democracy in America*, the commercial press, 1988.
- Almond,*Comparative politics: a system, process and policy*, Shanghai translation publishing house, 1987.
- E.C.Isaac, *political science: scope and method*, zhejiang people's publishing house, 1987.
- Theodore Colombya etc, *The power and the justice*, huaxia publishing house, 1988.
- Almond, etc.*Citizen culture*, zhejiang people's publishing house, 1988
- Zhang Guilin,*The western political thought*, China university of political science and law press, 1992.
- Wang Yanan, *Studies of the Chinese bureaucracy*, China social sciences press, 1981.
- Huntington,*Modern: theory and historical experience to explore*, Shanghai translation publishing house, 1995
- Wang Pujun etc.,*Political science foundation*, Peking University press, 2006.
- Luo Haocai, *The political system and constitution of the capitalist countries*, Peking

University press, 1983

Li Jingpeng, *Power politics*, heilongjiang education publishing house, 1995.

Mr Adler, etc, *the western thought treasure house*, jilin people's publishing house, 1988.

Editor-in-chief Zhang Youyu volume, *encyclopedia of China politics*, the encyclopedia of China publishing house, 1992.

David miller, *Blackwell encyclopedia political science* , China university of political science and law press, 1992.

JackSoprano, etc., *Political analysis dictionary*, China social sciences press, 1986.

PiChunXie, Xu Liming, *The politics of the concise dictionary* ,henan people's publishing house, 1986.

Public Economics

一、 Name of Course

Public Economic

二、 Course Classification

- 1、 **Elective Course / Courses Conducted in English**
- 2、 **Sophomore and junior students majoring in sociology , economics , political science , law and international business/trade , etc.**

三、 Period Classification

- 1、 **Term One of School Year each**
- 2、 **4 Credits**
- 3、 **48 Credit Hours**

四、 Syllabus

1、 Text Book A (Intensive Reading)

Gareth D. Myles, Public Economics

Princeton: Cambridge University Press, ISBN: 9780521497695

2、 Course Description

Public economics (or economics of the public sector) is the study of government policy through the lens of economic efficiency and equity. At its most basic level, public economics provides a framework for thinking about whether or not the government should participate in economic markets and to what extent it should do so. In order to do this, microeconomic theory is utilized to assess whether the private market is likely to provide efficient outcomes in the absence of governmental interference. Inherently, this study involves the analysis of government taxation and expenditures. This subject encompasses a host of topics including market failures, externalities, and the creation and implementation of government policy. Public economics builds on the theory of

welfare economics and is ultimately used as a tool to improve social welfare.

This up-to-date new textbook provides a thorough treatment of all the central topics in public economics. Aimed at senior undergraduate and graduate students, it will also be invaluable to professional economists and to those teaching in the field. The book is entirely self-contained, giving all the equilibrium theory and welfare economics needed to understand the analyses. The author covers the Arrow-Debreu economy, welfare economics and the measurement of inequality and poverty which lay the foundations and emphasize the important role played by information. Within the competitive economy, he examines commodity taxation, income taxation and tax reform in a certain environment. He goes on to study the public economics of uncertainty, and then treats public goods, externalities, imperfect competition and tax evasion as departures from the standard competitive assumptions and looks at their implication for public economics derived. Finally, after treatment of the overlapping generations economy, he addresses intertemporal issues concerning social security and debts.

五、 Contents of Text Book

Part I. Foundations:

Chapter 1. Introduction

Chapter 2. General equilibrium and welfare economics

Chapter 3. Topics in measurement

Part II. Analysis in the Competitive Economy:

Chapter 4. Commodity taxation

Chapter 5. Income taxation

Chapter 6. Policy reform

Chapter 7. Risk

Chapter 8. Corporate taxation

Part III. Relaxing the Assumptions:

Chapter 9. Public goods

Chapter 10. Externalities

Chapter 11. Imperfect competition

Chapter 12. Tax evasion

Part IV. Introducing Real Time:

Chapter 13. Overlapping generations economies

Chapter 14. Social security

Chapter 15. Debt and taxation

See also: Text Book A (Intensive Reading) / details attached.

六、 Main Schedule (as example):

Part II. Analysis in the Competitive Economy:

Chapter 4. Commodity taxation

Chapter 5. Income taxation

Part III. Relaxing the Assumptions:

Chapter 9. Public goods

Chapter 10. Externalities

(By Gareth D. Myles, Public Economics, Princeton: Cambridge University Press, ISBN: 9780521497695)

See also: Main Teaching Plan of PPT / details attached.

七、 Quiz / Examination

1、 Arguing in class in terms of chapters respectively;

2、 Class discussion, after - school exercises

3、 Final Examination

See also: PPT material of Final Examination Paper for Economic Sociology / details attached.

Reference Readings

- Atkinson, Anthony B., and Joseph E. Stiglitz, 1980. *Lectures in Public Economics*, McGraw-Hill Auerbach, Alan J., and Martin S. Feldstein, ed. *Handbook of Public Economics*. Elsevier.
- Barr, Nicholas, 2004. *Economics of the Welfare State*, 4th ed., Oxford University Press.
- Buchanan, James M., [1967] 1987. *Public Finance in Democratic Process: Fiscal Institutions and Individual Choice*, UNC Press. Description, scrollable preview, and back cover.
- Coase, Ronald. "The Problem of Social Cost" *Journal of Law and Economics* Vol. 3 (Oct. 1960) 1-44
- Diamond, Peter A. and James A. Mirrlees. "Optimal Taxation and Public Production I: Production Efficiency" *The American Economic Review* Vol. 61 No. 1 (Mar. 1971) 8-27
- Dr èze Jacques H., 1995. "Forty Years of Public Economics: A Personal Perspective," *Journal of Economic Perspectives*, 9(2), pp. 111-130.
- Dupuit, Jules. "On the Measurement of the Utility of Public Works" in *Readings in Welfare Economics*, ed. Kenneth J. Arrow and Tibor Scitovsky (1969)
- Haveman, Robert 1976. *The Economics of the Public Sector*.
- Kolm, Serge-Christophe, 1987. "public economics," *The New Palgrave: A Dictionary of Economics*, v. 3, pp. 1047–55.
- Feldstein, Martin S., and Robert P. Inman, ed., 1977. *The Economics of Public Services*. Palgrave Macmillan.
- Musgrave, Richard A., 1959. *The Theory of Public Finance: A Study in Public Economy*, McGraw-Hill. 1st-page reviews of J.M. Buchanan[1] & C.S. Shoup[2].
- Laffont, Jean-Jacques, 1988. *Fundamentals of Public Economics*, MIT Press. Description.
- Myles, Gareth D., 1995. *Public Economics*, Cambridge. Description and scroll to chapter-preview links.

Oates, Wallace E., 1972. *Fiscal Federalism*, Harcourt Brace Jovanovich, Inc.

Pigou, A.C. "Divergences Between Marginal Social Net Product and Marginal Private Net Product" in *The Economics of Welfare*, A.C. Pigou (1932)

Ramsey, Frank P. "A Contribution to the Theory of Taxation" in *Classics in the Theory of Public Finance*, ed.

Starrett, David A., 1988. *Foundations of Public Economics*, Cambridge.
Description. Scroll to chapter-preview links.

Stiglitz, Joseph E., 1994. 'Rethinking the Economic Role of the State: Publicly Provided Private Goods' Unpublished.

Cultural Anthropology

一、 Name of Course

Cultural Anthropology

二、 Course Classification

1、 Elective Course / Courses Conducted in English

2、 Sophomore and junior students majoring in sociology ,economics , political science , law and international business/trade , etc.

三、 Period Classification

1、 Term One of School Year each

2、 6Credits

3、 72Credit Hours

四、 Syllabus

1、 Text Book A (Intensive Reading)

- (1) Boasian anthropology, Franz Boas.**
- (2) Europe and the People Without History, Eric Wolf**
- (3) The Interpretation of Cultures: Selected Essay, Clifford Geertz**

2、 Course Goals

This course is a professional course in sociology. The purpose of this course is to teach students to use the field work by teaching and learning, so that students can master the field research methods, cultural anthropology of the various theoretical schools of the main point of view and cultural anthropology of the branch and the basic issues discussed, And related theoretical ideas to analyze specific cultural phenomena.

五、 Contents of Text Book

Principles of C.A.

Preface

Charpter I

Theoretical foundations

Charpter II

Foundational thinkers

Charpter III

Methods

Charpter IV

Topics in cultural anthropology

See also:

Text Book A (Intensive Reading) / details attached.

六、 Main Schedule (as example):

Preface	1 week
Chapter 1:<u>Theoretical foundations</u>	2 weeks
Chapter 2:Foundational thinkers	4-5 weeks
Chapter 3:Methods	3 weeks
Chapter 4:Topics in cultural anthropology	3 weeks

See also:

Main Teaching Plan of PPT / details attached.

七、 Quiz / Examination

- 1、 Reciting Terminologies of C.A before class.**
- 2、 Arguing in class in terms of chapters respectively.**
- 3、 Doing intensive reading in groups after class.**
- 4、 Writing Essays should be less than 1000 words in length after class in terms of chapters respectively.**
- 5、 Final Examination**

See also:

PPT material of Final Examination Paper for Cultural Anthropology / details attached.

Political Sociology

一、 Name of Course

Political Sociology

二、 Course Classification

1. Compulsory Course/ Courses Conducted in English
2. Junior and senior students majoring in Sociology, Political science and Law, etc.

三、 Period Classification

1. Term One of School Year each
2. 6 Credits
3. 72 Credit Hours

四、 Syllabus

1、 Text Book (Intensive Reading)

Anthony M.Orum, *Introduction to Political Sociology*

Shanghai: Shanghai People's Publishing House,ISBN:7-208-06446-6

2、 Course Description

Political sociology is the interdisciplinary product of politics and sociology, to study the interaction between society and politics, the emergence of political authority and its influence on society. The research scope includes: social structure of political roots and political social and political transformation political elites and political system reaction to society the political sociology formed in the late 19th century, early 20th century. By the mid-20th century the emergence of behavioral doctrine has been a great development. Pareto, Mosca, Weber and other people are representative of political sociology.

About the text book: This comprehensive text shows the broad social bases of politics and identifies how politics and actions by government can influence the fate of nations and their citizens. The text provides insight into recent political sociological theories and helps students make sense of the many major social and political changes taking place in the world.

五、 Contents of Text Book

Chapter 1

Introduction

Chapter 2

On the Economy and Politics: Karl Marx and the Neo-Marxists

Chapter 3

On States and Societies: Max Weber and the Neo-Weberians.

Chapter 4

On Civil Society and Politics: Emile Durkheim and Alexis de Tocqueville.

Chapter 5

Basic Forms of Political Rule: Democratic, Totalitarian, and Authoritarian Regimes in the Modern World.

This course reviews basic themes and major works in political sociology. Prerequisite: a general social science course, taught as advanced undergraduate and introductory graduate level course.

Analytical perspectives: citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, political culture. These competing analytical perspectives will be assessed in considering middle range theories and empirical studies on central themes of political sociology: the social bases of politics, social stratification and political organization, citizen preferences and political activation, voting behavior, social movements and mobilization, voluntary associations and "special interest groups", political parties, elected officials, government policy outputs, including public goods and free rider problems, separable goods and patronage, policy continua and alternatives to traditional left-right classifications. Local, national, and cross-national analyses.

How does globalization shift all these processes? Most classic works ignored globalization, but its rising importance makes it critical

for each section in the course. It undermines traditional class relations, and reinforces market individualism. Until states react. There has been a deep transformation in class analysis in recent years, a lively controversy that we explore.

Chapter 6

Power and Equality in Modern America

Chapter 7

Power and Politics in the Modern Metropolis

Chapter 8

Political Parties and Political Partisanship

Chapter 9

Citizen Participation in Politics: Conventional and Contentious Forms

Chapter 10

Building Nation-States in the Modern World

Index

六、 Main Schedule

1. Social Stratification and Political Power

Week 1:

Basic idea in this section: high or low social status leads to distinct political orientations, and power structures.

Marx, Karl. *The Marx Engels Reader*. 2nd ed. Edited by Robert C. Tucker. New York: W. W. Norton, 1978, pp. 469-500 (Communist Manifesto), 594-603 (18th Brumaire).

Yes we start with classics some of you know. For those confronting this anew, enjoy the rhetoric. Why do these two selections counterbalance each other? What does Marx omit?

Weber, Max. From *Max Weber: Essays in Sociology*. Trans. Hans H. Gerth and C. Wright Mills. New York: Oxford University Press, 1946, pp. 45-61 (Intellectual Orientations), 77-156 (Politics as a Vocation, Science as a Vocation), 180-195 (Class, Status, Party).

These sections, (except pp. 45-61) also appear in other works such as Weber, Max. In *Economy and Society*. Edited by Guenther Roth and Claus Wittich. Berkeley: University of California Press, 1978, vol. 2. How much does this extend Marx; what is added?

Parkin, Frank. *Marxism and Class Theory: A Bourgeois Critique*. New York: Columbia University Press, 1979, pp. 119-125, 136-140. A punchy reassessment of Marxist approaches, old and new.

Bell, Daniel. 1973, 1999. *The Coming of Post-Industrial Society*. New York: Basic Books. The 1999 edition includes a new Forward.. ch. 6, pp. 339-368. New hierarchies supplant the old; science triumphs.

Dahl, Robert. *Who Governs? Democracy and Power in an American City*. New Haven CT: Yale University Press, 1961, chs. 1, 8, 19, 24, 27, 28; pp. 1-10, 89-103, 223-228, 270-275, 305-328. Here the grand European theory takes some hits. Dahl offers alternatives along with examples of how to look at such theories in a specific urban setting. A modern classic.

Week 2:

Clark, Terry Nichols and Seymour Martin Lipset. Eds. *The Breakdown of Class Politics: A Debate on Post-Industrial Stratification*. Baltimore: Johns Hopkins University Press, 2001, probably best to read in this order: ch 2 which launched the debate, then scan chs 3, 11, 1, 12 for a flavor of how deeply class analysis has changed.

Saskia Sassen, *The Global City*. Princeton: Princeton University Press, second edition 2001. Overview, pp. 3-15.

Provocative statement about globalization as a process that changes purely local and domestic processes--by introducing a new source of inequality, which can spark political reactions.

Meyer, John W.; John Boli; George M. Thomas; Francisco O. Ramirez. 1997. "World Society and the Nation-State." *The American Journal of Sociology* 103 (1): 144-81.

Globalization is rapidly affecting many other processes throughout the course. Few have been specifically studied, but we will seek to address them in lectures and discussion. Watch for other examples as you read on, and bring to class to discuss.

2. Citizens, Voters, and Political Entrepreneurs: Problems of Democracy

Here enters the individualistic tradition. Each unique person differs in preferences and resources, such that their political mobilization is problematic. So why bother to vote? Or pay your union dues? Let Harry do it. Solutions: political parties, bosses, voluntary associations, and more.

Smith, Adam. "Of the Principle Which Gives Occasion to the Division of Labor." In *Theories of Society*. New York: Free Press, 1961. Edited by Talcott Parsons et al., pp. 104-06. Read all about "The butcher,

the baker..."

Tocqueville, Alexis de. *Democracy in America*. Garden City NY: Anchor Books, 1969, vol. 1, pt. 1 (chs. 4, 5), pt. 2 (chs. 1, 2, 4, 5). A French aristocrat found these little Americans remarkably easy-going, and egalitarian. Read it for what he says about Europe as much as the US. The argument about voluntary/civic associations is at the center of an ongoing controversy about their changing role involving Putnam's paper and book below.

Putnam, Robert. "Bowling Alone." *Journal of Democracy* 6.1 (1995) 65-78. Or look at his book with the same title for more detail (NY: Simon and Schuster 2000) e.g. cs 3 and 4. Classic civic decline thesis. Are Americans destroying their Tocquevillian democracy? Maybe so, Putnam worries, since more head off to the Fast Lanes than join political parties. This continuing debate is heated.

Week 3:

Michels, Robert. *Political Parties*. New York: Free Press, 1962, pt. 6, ch. 2 pp. 342-56. The "Iron Law of Oligarchy" is formulated here.

Downs, Anthony. *An Economic Theory of Democracy*. New York: Harper and Row, 1957, chs. 4, 8. Politicians want above all to win; choose an ideology that will bring in the votes. This "invisible politician" then works like the "invisible hand".

Olson, Mancur, Jr. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge MA: Harvard University Press, 1965, chs. 1 pp. 5-52. Why vote? Why contribute money to a party or union? You must be crazy to do so. Enjoy the "free ride".

Terry Nichols Clark, "The Irish Ethic and the Spirit of Patronage" *Ethnicity*. 1975, 2, pp. 302-359. How parties and bosses create individualistic ties with grateful voters: favors pay off on election day. Is this a source of trust and confidence in government, that bowling alone undermines?

Terry Nichols Clark, ed. *The City as an Entertainment Machine*. Lexington Books, 2011 paperback. Look especially at chap. 2 "A Political Theory of Consumption" and scan some of the empirical work like chapter 3. The book reverses the normal causality by suggesting that entertainment and consumption have become incentives that attract citizens to migrate to cities, to participate in politics in new ways (loose, decentralized social movements, internet, etc.) and these in turn are transforming political rules of the game, globally.

3. Social Mobilization, Organized Groups, Political Parties

How forge a dramatic and radical social protest group? What conditions encourage or discourage such mobilization? Have such groups become "obsolete", due to an "end of ideology"?

Tilly, Charles. *From Mobilization to Revolution*. Reading MA: Addison-Wesley, 1978, chs. 1-2, pp. 1-51. Some nice path diagrams.

Lipset, Seymour M. *Political Man*. Baltimore: Johns Hopkins University Press, 1981, scan ch. 7 pp. 230-278, read pp. 276-277, 459-475, 503-523. Classic overview and synthesis of class voting, and its decline. The rise, maybe, of a "new class"?

Eliasoph, Nina. 1998. *Avoiding Politics: How Americans Produce Apathy in Everyday Life*. New York: Cambridge University Press. Chapter 1 (pp. 1-22), "The mysterious shrinking circle of concern."

Week 4, Monday; Wed is exam. Brief review for exam in class and in TA session.

Lipset, Seymour M., and Rokkan, S. *Party Systems and Voter Alignments*. New York: Free Press, 1967, "Cleavage Structures, Party Systems, and Voter Alignments: An Introduction," pp. 1-64. Where and why did more radical class politics emerge in Europe and the US historically? What sustains or weakens it?

Stein Rokkan, "Dimensions of State Formation and Nation Building:

A Possible Paradigm for Research on Variations within Europe," in Charles Tilly, ed. *The Formation of National States in Western Europe*. Princeton: Princeton Univ. Press, 1975, ch. 8, pp. 562-600. Ambitious framework and hypotheses to explain differences across regions of Europe. How test it? How apply to Asia or Latin America?

Week 5:

Clark, Terry Nichols. 1996 "Structural Realignment in American City Politics: Less Class, More Race, and a New Political Culture," *Urban Affairs Review*, Vol 31, No. 3, January, pp. 367-404.

Dalton, Russell J. *The Good Citizen*. Washington, D.C.: CQ Press, 2008. chs. 4, 8, pp. 53-79, 138-160.

Moore, Barrington, Jr. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press, 1966, pp. 412-442. Broad comparison of European and Asian peasants, arguing that their distinctive introduction into politics brought dictatorship or democracy.

Doug McAdam, John D. McCarthy, Mayer N. Zald, eds. *Comparative Perspectives on Social Movements*. Cambridge: Cambridge University Press, 1996. Introduction and ch. 1, pp. 1-40, introduces three key concepts for interpreting social movements: opportunity structures, mobilizing structures, and framing processes. The "political opportunity structure" idea links with the concepts above of "global linkage" and "Hierarchy Leveling" in that they stress how contexts drastically shift processes: radical protest can rapidly change to party politics if the "opportunity structure" opens. The German Greens' entry to the Bundestag is the classic instance.

Kevin McDonald, *Global Movements*. Oxford: Blackwell, 2006. You can view the first part of this via the Regenstein online copy of the book. Paperback if you want a copy. Cool, policy-oriented examples wrapped in a new framework stressing meaning, emotion, bodies, the sensuality of participation by making puppets and being a puppetista.

4. Culture and Political Cultures

Week 6:

Analysts here push back to underlying values and norms that many others take for granted. Then they ask how and why such values emerge, and how they change: Weber's rise of Western industrialism, Schumpeter's rise of democratic institutions. Where and why do such patterns spread, die, or become transformed?

Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. New York: Charles Scribners, 1958. Introduction and ch 2, pp. 13-78. Many of you know the argument; look at the logic of analysis as you read, and ask how it differs from others in the course.

Durkheim, Emile. *On the Division of Labor in Society*. New York: Free Press, 1964, pp. 1-31, 70-85. Read 70-85 first. The "problem of order"--why don't we have Hobbesian chaos? How are "norms" made operative?

Parsons, Talcott. "The General Interpretation of Action." *Theories of Society*. Edited by Talcott Parsons et al., pp. 85-97. Sweeping critique of past strands of social theory that omitted critical factors. How an adequate theory must be multi-causal, and what classes of variables it should include.

Schumpeter, Joseph. *Capitalism, Socialism, and Democracy*. New York: Harper and Row, 1942, chs. 20-23, pp. 232-303. This German emigre explains how "democracy" is actually an elitist construction. It is endangered if too many participate too actively. Is it encouraged more by capitalism? socialism? neither? Read on.

Gouldner, Alvin W. *The Future of Intellectuals and the Rise of the New Class*. New York: Seabury Press, 1979. Theses 1-7, pp. 1-47. Yes, students, you are the new proletarians, the vanguard of historical progress. Awake and rise to your chosen tasks.

Thompson, Michael, Richard Ellis, and Aaron Wildavsky, *Cultural Theory*. Boulder: Westview, 1990, pp. 21-23, 103-108, 207-209, 215-220. An overview of political culture and alternative approaches. These selections are snippets; scan more for the argument.

Wildavsky, Aaron, and Webber, Carolyn. *A History of Taxation and Expenditure in the Western World*. New York: Simon and Schuster, 1986, ch. 10 ("A Cultural Theory of Governmental Growth and [Un]Balanced Budgets"), pp. 560-614. From Moses to Reagan, money has been short. How and why policy emerges is explained with four types of culture.

Week 7:

Lipset, Seymour Martin. 1996. *American Exceptionalism*. New York: WW Norton; pp. 17-76; 176-208; see pp. 17-28 on the perspective, extending Tocqueville, 53-76 on specifics, joining individualism and associations in a distinctly American mixture, 113-143 on the racial divide, and socialist tendencies of African-Americans, affirmative action; 202-208 on applying quotas to intellectuals--and the conflict of achievement versus equality. (Reserve Desk)

Lipset, Seymour Martin. *Continental Divide*. Routledge, 1990, chs. 1, 2, pp. 1-141. Lucid portrayal of core American specifics via comparison with Canada. Read either this or the later version of the same in *American Exceptionalism*. (Both are listed here as *Continental Divide* is on the Sociology Ph.D. Prelim Exam list.)

Elazar, Daniel J. "The American Cultural Matrix," in *The Ecology of American Political Culture*, eds. Daniel J. Elazar and Joseph Ziskind II. New York: Thomas Y. Crowell, 1975, pp. 13-42. America is a laboratory where the strands of different European cultures confront each other, combine, and spread: Northern European Puritan communalists, Middle European individualists, Southern plantation managers.

Ronald Inglehart, *Modernization and Post Modernization*, Princeton UP, 1997, ch 3, pp. 67-108

Week 8:

Terry Nichols Clark and Vincent Hoffmann-Martinot, eds., *The New Political Culture*. Boulder, CO: Westview, 1998. Chs. 1-3 pp. 1-92 and scan ch.4, pp. 93-194. Bill Clinton and Tony Blair broke the rules of class politics; they illustrate a world-wide shift in how politics is played. Here is your roadmap to the changed rules and new kinds of players.

Bryan S. Turner, "Cosmopolitan Virtue: Loyalty and the City" p. 129-147 in *Democracy, Citizenship, and the Global City* edited by Engin F. Isin London: Routledge, 2000.

Filipe Silva and Terry Nichols Clark, *The Rise of Culture*, book draft. Selected chapters. Challenges the "normal" Tocquevillian interpretations. The arts and culture and new leisure activities challenge past paradigms. But they operate quite differently around the world.

5. The State: What Causes Policy Outputs?

Week 9:

These writings stress how specific modes of access to government by different configurations of interest groups and parties change resulting policies. And how government officials can be important.

Robert D. Putnam, *Making Democracy Work*. Princeton, NJ: Princeton University Press, 1993, ch. 3 pp. 63-82; ch. 5 121-162. Striking differences across Italian regions persist over centuries. Is this book about Italy?

Peter Flora, "Introduction" Pp. xi-xxxvi in Peter Flora, ed. *Growth to Limits: The Western European Welfare States Since World War II* Berlin and New York: Walter De Gruyter, 1986. Sweeping assessment of causes of growth of government, and its decline in recent years. Scan the four

volumes that this introduces for rich surveys on each country.

Tilly, Charles. 1990. "City and States in World History." Pp.1-37 in *Coercion, Capital and European States*. Cambridge, MA: Blackwell.

Gorski, Philip. Gorski, Philip S. 2003. *The Disciplinary Revolution: Calvinism and the Rise of the State in Early Modern Europe*. Chicago: University of Chicago Press. Strong critique of past work on "state building" for overstressing military and economic factors, and ignoring the cultural/institutional assumptions, esp. about citizenship and treatment of the poor. Calvinism is a key. Scan chap 1 overview and chap 2 on the Netherlands.

Quiz / Examination

Exam and Paper Alternatives for the Course:

Undergraduates may choose options #2 or 3 below.

Graduate students may choose among options #1, 2 and 3. You can: 1) only write a paper; 2) do the paper, midterm, and final; or 3) do only the two exams. Each option uses a different set of weights for the final grade, as shown.

All students are encouraged to take both exams. Graduate students who feel after the midterm exam that they did poorly can write the paper. Your course grade will be based on option #1 or 2, whichever leads to the highest course grade.

The Midterm covers parts 1-3 of the course.

The Final exam covers all sections of the course.

We will arrange student presentations/discussions on selected topics.

A paper grade will only raise your course grade. If you do poorly on the mid-term, do consider a paper. We sometimes can let you rewrite a paper to improve its grade.

Discussion Sessions

The types of TA/Discussion sessions vary with student interest and are voluntary. There may be sessions on readings or more, based on interests expressed by students. The TA may hold office hours and meet with individual students or groups of students, and pursue different issues each week. The goals of these sessions are threefold: (1) to provide a forum for open, critical discussion and debate on lectures and readings; (2) to compare the arguments of theoretical perspectives of different readings and thereby to gain a greater understanding of how given readings fit into the broader picture of the course; (3) to receive brief synopses and/or commentaries from the T.A. on select readings which time constraints preclude discussing in depth during the regular sessions.

The following constitutes the schedule of readings to-be-covered at each session. As indicated, some sessions will focus mostly on two or three key readings. In the latter stages of the course, there is a great deal of skipping around in relation to the order on the syllabus, so please be sure to do the appropriate readings each week. Finally, please note that the scheduled reading load during the first three weeks is especially heavy; try not to fall behind.

Below are the main readings, but the Friday sessions will consider questions on all readings and lecture/discussion for each topic area. A few readings are omitted below, but should be included along with those in the same sections.

Papers

Past papers are available now via the Internet; check with instructor for access. The paper may address any topic related to the course. It may be a review and critique of a body of literature, such as the decline of class

voting, or part of an original research activity you may have underway. However the paper should demonstrate broad familiarity with a range of readings, esp. if it is being submitted in lieu of one or two exams. It is recommended that you submit a two page outline of the paper by the sixth week to permit feedback. Please submit one copy of your paper, but plan for it to stay on file for future students. Keep a second copy for yourself to refer to if we meet or I send a letter with page references. Length: about 20 double-spaced typed pages.

If you choose to review a theoretical issue in the literature, it may be helpful to focus your paper around perspectives presented in the course readings.

The “paper” may consist of a series of memos reflecting on and extending the readings in some manner. For instance, you could apply each section of the readings to a single country or world area like Korea or Latin America, especially if you have more knowledge or interest in one such area. Or you comment from many readings on a theme of interest to you, like economic development or children’s rights. If you are unsure of the topic you might pursue, consider doing one page on each of three possible topics and emailing them to the two instructors for feedback. Show them to your roommates and Mom too; she often has good ideas.

Rather than do a purely theoretical paper, you may also choose to analyze a set of empirical data. However, you are encouraged to choose this route only if you have taken a statistics course. (The first quarter of Sociological Statistics would be adequate.) If you think you may be interested, try to do the following course readings as soon as possible, which address issues of potential relevance to empirical research: (1) Dahl, (2) Thompson, Ellis & Wildavsky, (3) Wildavsky & Webber and (4) Clark, *New Political Culture*.

Selected data files will be made available for analysis, as discussed in class and separate memos. If you choose the empirical data analysis option, the following are data files which can be made available for you to work with. Many are available on diskette or via the Internet for use on a Mac PC in SPSS format. You can use Commander on the UofC network for SPSS at home if you don't own the SPSS program.

1. The Fiscal Austerity and Urban Innovation Project files (FAUI): These include two kinds of files. The first contains coded responses from a survey questionnaire submitted to all mayors of United States cities with a population over 25,000. The second contains coded responses from a separate questionnaire submitted to all city council members of those same cities. Questions on website. In brief, these surveys measure (1) the political views of respondents on both fiscal and social issues, (2) the perceptions of respondents of the fiscal preferences of their constituents, (3) the perceptions of respondents of the fiscal preferences of various organized groups which the respondents deal with (e.g. unions, business groups, political parties, etc.) and (4) the perceptions of respondents of the activity and influence of those same 20 or so organized groups with respect to public policy decisions. On the Fiscal Austerity Project see Terry Clark and V. Hoffmann-Martinot, *The New Political Culture*, esp. chap 4 and appendix, and website: www.src.uchicago.edu/depts/fauai/archive.html. Full data on FTP site (different address).

2. The Schumaker Survey: This survey contains coded responses from a questionnaire submitted to administrators in a stratified sample of municipalities in the United States--the Permanent Community Sample. It replicates portions of the survey which Clark & Ferguson reported on in *City Money* and the text of which is re

printed in the appendices of City Money. The survey measures the goals, activities and influence of different organized groups. Among others, included are groups which work in the areas of civil rights, the environment, women's rights, and gay & lesbian rights. Therefore, if you would like to explore the significance of the "new social movements" which these groups represent, the Schumaker Survey might be useful to you. Limitation: small number of cities responding, so FAUI is often better for this reason.

3. The General Social Survey (GSS): This is a public opinion survey conducted in the United States nearly every year since 1972 on subjects ranging from voting behavior to social views to fiscal views (i.e. should more or less money be spent in various areas of the budget, such as defense, education or income redistribution). Many questions are asked repeatedly each year, which makes it possible to test for changes over time. A complete GSS Codebook lists all items and basic results for each year the items were asked; it is available at the NORC Library and other locations.

4. Fieldwork, documents: we have ethnographic and oral histories of politics in Chicago in progress that students are free to access. These include some 2,000 pages of Chicago oral history that Terry Clark has had underway for 18 years. Introduction to data: Terry Clark, *Trees and Real Violins: Building Post-Industrial Chicago*. Joseph Yi is our past TA now conducting ethnographic fieldwork in several sites that are transforming the cultures of their participants, and to which students may have access: an evangelical Christian church, Buddhist Soka Gakkai temple, Korean martial arts school, and Amway home sales organization. All are global organizations challenging traditional authorities. You can visit and participate in one or all with Joseph. Documented in Joseph Yi, Ph.D. in progress. Many other options, such as cultural activities in

Chicago via the City's Dept of Cultural Affairs. See their website.

Global Data sets include: the Fiscal Austerity and Urban Innovation (FAUI) Project, surveys of political views and organized group contacts of mayors, council members and administrators in 7,000 cities from 25+ countries. The World Values Survey (WVS) includes questions on a wide range of political and social issues from surveys of 80,000 citizens in 44 countries in the 1980s and 1990s. Ronald Inglehart, *Modernization and Post Modernization* is the best introduction to WVS data. On the Fiscal Austerity and Urban Innovation Project: www.fauai.org

Scenes Project – on consumption, lifestyle, amenities, to be discussed in class; see *On Scenes*: <http://www.tnc-newsletter.blogspot.com/> AND scenes.uchicago.edu - papers, data, memos, videos, and more.

We will hold meetings after class for all who think they would like to do an empirical data analysis. If you would like to plunge into your project earlier, confer with the instructors at any point.

Reference Readings

Morris Duverge, 2007, *Political sociology*, Oriental Press,
ISBN:9-787-506028424

EmileDurkheim, *The Division of Labor in Society*, Joint Publishing
Co.2013, ISBN: 978-7-108-04397-9

Max Weber, *Protestant Ethics and the spirit of capitalism*,
Shanghai:Shanghai People's Publishing House, ISBN:
978-7-208-09236-5

TocquevilleO.de, *Democracy in American*, Beijing: Commercial
Press,1988.12,ISBN: 7-100-01110-8

E J Hobsbawm , *Nations and Nationalism since 1780*, Cambridge
University Press, 1992-10-30, ISBN: 9780521439619

C B MacPherson, *The Real World of Democracy*, Oxford University
Press, 1966, ISBN: 9780195015348

John A Hall, *States in History*, Basil Blackwell Ltd, 1986-9-25,
ISBN: 9780631143659

Fred Block, *Revising State Theory*, Temple University Press,
1987-9-25, ISBN: 9780877225249

Public Policy Analysis

一、 Name of Course

PUBLIC POLICY ANALYSIS

二、 Course Classification

1 、 Major compulsory course Conducted in English

2 、 Sophomore and junior students majoring in Politics ,Economic, Sociology etc.Public Policy is an interdisciplinary social science major designed to provide students with the theoretical perspective, analytical skill, and substantive knowledge needed to respond to major domestic and global policy problems. A double major in Public Policy and a related social science or professional school is common.

三、 Objectives of the Course

The analysis of public policy,originated in America in the mid-20th century,is a research field that are interdisciplinary and integrated, aiming at helping citizens to acquire in-depth understanding of public policies by studying the phenomena and questions related to public policy. And it ultimately helps the governments enact and implement higher-quality policies to promote the benefits of the whole society.

As the basic course of PA, the main objectives of the course are as following: First,through the study of this course can make students grasp the relevant theories and understand the methods of the policy research and policy analysis, So as to enhance students'understandings of the public policy issues and phenomenon. And the class provides studentsbasic knowledge for their further study. Second,based on its own characteristics, the course naturally has a practical guidance. Therefore, the teaching should also take realistic policy process as object and can properly introduce policy cases combined with the teaching content. Guiding the student toresearch and analyze the specific policy process in order to make students master the ability of researching and analyzing the realistic policy process.

Analysis of public policy is a course which regards policy system and policy process of human society as its study object. It studies not only on the intrinsic quality, cause and effect of public policy, but also on public policy system and process which includes policy formulation, policy implementation, and policy assessment etc. Analysis of public policy emphasizes content analysis and process analysis as well. This course aims to provide knowledge about public policy, improve public decision system, and enhance public policy quality. Though learning it, the students will master the basic knowledge and theoretical framework of modern public policy and grasp the general principle and methods.

四、 Chapter & Class hour

Chapter 1 Policy Analysis: What Governments Do, Why They Do it, and What Difference It Makes (4hours)

Chapter 2 Models of Politics: Some Help in Thinking about Public Policy(4hours)

Chapter 3 Policymaking Process: Decision-making Activities(4hours)

Chapter 4 Criminal Justice: Rationality and Irrationality in Public Policy(4hours)

Chapter 5 Health and Welfare: The Search for Rational Strategies(4hours)

Chapter 6 Education: The Group Struggle(4hours)

Chapter 7 Economic Policy: Incrementalism at Work(4hours)

Chapter 8 Tax Policy: Battling the Special Interests(4hours)

五、 Contents

According to the intention mentioned above,the main content is arranged as follows.

Part 1 is "Basic Knowledge about The Public Policy",in which the basic conception, features,functions and types of public policies are illuminated. The main approaches used in policy research are also mentioned in part1.

Part 2 is "The Social Value of Public Policy ".

This part mainly explains the criteria used in research and analysis of policies,including efficiency,fairness and some other standards.

Part 3 is "The Role Government Plays ".

By analyzing the strengths and weaknesses shown in the process of government,market and society solving social problems, this part will finally figure out the ideal roles these three subjects should play.

Part 4 is "Policy System"

Policy system mainly consists of the participants of the policy process and the policy environment. The fourth part will analyze the characteristics of the main participants in the process of policy and their status and role in the process. And then we analyze the main content of the policy environment and the relationship between the policy environment and the process.

Part 5 is "The policy process theory"

The fifth part respectively introduce the establishment of policy agenda, policy making, policy implementation, policy evaluation and other several major stages from the perspective of the policy process . And this part also introduces the related theory and the main tasks and methods of policy analysis of in each stage.

Part 5 is the most important part above all and it occupies the biggest part of the whole content. So this part is divided into 3 small parts. It includes:

(1) Policy making, this part mainly introduces the cognizance of policy issues, the establishment of the policy agenda, policy planning, legalization of policy and so on.

(2) Policy implementation, this part firstly introduces the analysis of implementation structure from the perspective of policy system in detail. Then introduces the main policy execution model, and finally introduces the analytical method of the policy implementation.

(3) Policy evaluation, this part firstly introduces some related theories and methods of the policy evaluation. Then it introduces the concrete practice of the foreign policy evaluation.

Part 6 Chinese public policy

The last part talks about monographic study of Chinese public policies. This part will use the theory and the methods learned from the former 5 parts to evaluate several specific cases of Chinese public policy practices, trying to put the theory into concrete practices in a better way.

六、 Syllabus

Course Title: POLICY ANALYSIS

Course Status: Mandatory, I semester, Center for Social Science (CSS), Gender Study master program

Course Duration: One semester, (15 week-semester), 2 hours a week

ECTS: 5 credits: among them Contact hours: 30, independent hours: 95

Course Objectives

- This course seeks to provide students with both a conceptual framework and practical experience in analyzing public policies.
- The secondary aim of this course is to help students in developing as a junior policy analysts.

Introductory course in Public Policy analysis is a one-semester obligatory course designed for the student who has no theoretical and practical knowledge for and about policy-making process. This course seeks to provide students with both a conceptual framework and practical experience in analyzing public policies. The course covers a variety of topics related both to the substance and methods of policy analysis. But on this stage it's only the introductory course, developing your awareness about and for the Public Policy Analysis, but no more. The Advanced Public Policy Analysis is taught on M.A. Level. This one may be seen as a prerequisite for the further learning. A secondary goal of this course is to understand real-world policymaking and how it accommodates policy analysis.

The course is designed to help you to develop the skills required to define and critically analyze policy issues and problems, choose the relevant methods and techniques for policy analysis, evaluate alternative policy solutions and assess the means and costs of implementation. It costs to mention that you are doing all of your practice activities on the base of Georgian contemporary reality.

This course surveys the major questions, concepts, and theoretical approaches surrounding the study of policy analysis. These elements are grouped within four broad categories: the policy process, policymaking and the prospective and retrospective analysis, based on policy input and policy impact as Ex Ante and ex post analytical procedures of decision-making process. The aim of this course is to help you develop as a junior policy analyst, preparing for further development. This course will be valuable for people pursuing a career in public service or who will interact with public agencies in the future.

Course Format

This graduate course will integrate lectures, seminars, discussions and presentations together with short-writing and reading assignments, library and online search, in-class and out-class activities, final case study analysis and Exam. Reading and discussions are the principal activities of this course along with the final case study analysis through which attainment of course objectives will be measured. Students will also prepare 10 written products half based on empirical policy research and half on data researches. Make into consideration that the short-writing assignments no long then 300-500 words each of them will be related to the topic of the case study analysis and will survey as step by step process of improving your final writing task. Analyzing material bases on contemporary Georgian policymaking process. Remember that students will be expected to be full participants in shaping the character of the seminar, which requires all students to come to class prepared to discuss readings for each session. Don't forget, you must do all of the readings, preferably before the class in which they are assigned.

At the very beginning of the course, on our introductory sessions you choose the topic of problematic situation for your final case-study analysis, on which you should work during all semester intensively. Remember even on lectures you will be asked and ought to make some activities on reading and writing assignments. Each of your meeting will be began with the discussions your reading or writing assignments, you will have to ask quizzes purposed on the one hand to check your comprehension of previous material and on the other hand to raise your awareness of learning. So, even on lectures you are actively involved in learning process and these meeting are only formally named "lectures".

Course Schedule

Week 1

Topic: Introduction to Public Policy Analysis

Course Presentation; Essential Definitions; Introduction to the process of policy inquiry

Mandatory Literature

Birkland, T. A. (2005). *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. Second edition. M.E. Sharpe: Armonk, New York. Ch. 1 pp. 3-24; Ch. 2 pp. 25-51; Ch. 6 pp. 138-155

Recommended Literature:

Torgerson, D. (1995) *Policy Analysis and Public Life: The restoration of Phronesis?* In *Political Science in History: Research Programs and Political Traditions* John S. Dryzek (Editor), James Farr (Editor), Stephen T. Leonard. pp. 225-252

Week 2

Topic: Public VS Private. Public Participation in Public Policy

Mandatory Literature:

Mankiw, G. *Principals of Economics*. Ch. 11. pp. 225-242

Dye, Thomas R. 2005. *Understanding Public Policy*. 11th ed. Upper Saddle River, NJ: Pearson Prentice Hall. Ch. 2. pp. 11-30

Where is the Public in Public Policy? Paper presented at the conference on Political Participation: Building a Research Agenda, Princeton University, October 12-14, 2000 (with Beth Leech) available on <http://www.unc.edu/~fbaum/papers.htm>

Week 3

Topic: Context of Policy Analysis. Public policymaking Process through the different prisms

Mandatory Literature:

William N. Dunn. 2004. *Public Policy Analysis: An Introduction*. 3rd. Ed. Upper Saddle River, NJ: Pearson Prentice-Hall. pp. 44-55

Kingdon, John W. 1995. *Agendas, Alternatives, and Public Policies*. 2nd edition. HarperCollins College Publishers. Ch.8 pp. 165-195

Anthony Downs, *Political Theory and Public Choice* (Northampton, Mass.: Edward Elgar, 1998), pp. 100-112.

Sabatier, P. & C. Weible (2006) *The advocacy coalition framework: Innovations and clarifications*. In Sabatier, P. (2006) (ed.) *Theories of the Policy Process*. 2nd edition. Boulder: Westview Press. Ch. 6 pp. 117-166

True. J.L., Brayan D.J., Baumgartner F.R., Punctuated-Equilibrium Theory. Explaining Stability and Change in American Policymaking. In Sabatier, P. (2006) (ed.) Theories of the Policy Process. 2nd edition. Boulder: Westview Press. Ch. 5 pp. 97-115

Hague, R., Harrop, M. (ed). Comparative Government and Politics, 7th Edition Palgrave Macmillan ch. 17. pp. 309-324

Week 4

Topic: Policy actors in public policymaking. Stakeholder Analysis

Mandatory Literature:

Birkland, T. A. (2005). An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making. Second edition. M.E. Sharpe: Armonk, New York. Ch. 3. pp. 52-78; Ch.. 4 pp. 79-107

Dye, Thomas R. 2005. Understanding Public Policy. 11th ed. Upper Saddle River, NJ: Pearson Prentice Hall. Ch. 3. pp. 31-59

Week 5

Topic: Policy Analysis as Process

Mandatory Literature:

Patton Carl, Sawicki David S. 1993 Basic Methods of Policy Analysis and Planning, 2/E Ch. 1 pp. 1-20; Ch. 2 pp. 21- 69

Week 6

Topic: Problem Analysis - Policy Envelope, Quick Decision analysis (Decision tree); Problem Statement

Mandatory Literature:

Patton Carl, Sawicki David S. 1993 Basic Methods of Policy Analysis and Planning, 2/E Ch. 4. pp. 147-173

William N. Dunn. 2004. Public Policy Analysis: An Introduction. 3rd. Ed. Upper Saddle River, NJ: Pearson Prentice-Hall. ch. 3. pp. 71-128

Bardach, Eugene (2000). A Practical Guide for Policy Analysis: the Eightfold Path to More Effective Problem Solving. New York: Chatham House Publishers. pp. 1-7; 47-70

Week 7

Topic: Alternative Analysis

Mandatory Literature:

Patton Carl, Sawicki David S.1993Basic Methods of Policy Analysis and Planning, 2/E Ch. 5. pp. 156-226; Ch. 6.pp. 227-256; Ch. 7. pp. 257-331

Bardach, Eugene (2000). A Practical Guide for Policy Analysis: the Eightfold Path to More Effective Problem Solving. New York: Chatham House Publishers. pp. 7-36; 71-101

Week 8

MID -TERM EXAM

Week 9

Topic: Solution Analysis

Literature:

Patton Carl, Sawicki David S.1993Basic Methods of Policy Analysis and Planning, 2/E Ch. 8. pp. 332-361

William N. Dunn. 2004. Public Policy Analysis: An Introduction. 3rd. Ed. Upper Saddle River, NJ: Pearson Prentice-Hall. Ch. 5. pp. 215-274

Bardach, Eugene (2000). A Practical Guide for Policy Analysis: the Eightfold Path to More Effective Problem Solving. New York: Chatham House Publishers. pp. 37-46

Week 10

Topic: Cost-benefit and Cost-effectiveness Analysis

Mandatory Literature:

Weimer, David L. and Aidan R. Vining. 1999. Policy Analysis: Concepts and Practice. 3d edition.Prentice-Hall. Ch. 9. pp. 259-311

Week 11

Topic: Monitoring

Mandatory Literature:

Patton Carl, Sawicki David S.1993Basic Methods of Policy Analysis and Planning, 2/E Ch. 9. pp. 362-397

William N. Dunn. 2004. Public Policy Analysis: An Introduction. 3rd. Ed. Upper Saddle River, NJ: Pearson Prentice-Hall. Ch. 6. pp. 276-344

Week 12

Topic: Evaluation

Mandatory Literature:

William N. Dunn. 2004. *Public Policy Analysis: An Introduction*. 3rd. Ed. Upper Saddle River, NJ: Pearson Prentice-Hall. Ch. 7. pp. 345-385

Dye, Thomas R. 2005. *Understanding Public Policy*. 11th ed. Upper Saddle River, NJ: Pearson Prentice Hall. Ch. 15. pp. 332-349

Week 13

Topic: The process of Policy Analysis in real settings

Mandatory Literature:

Weimer, David L. and Aidan R. Vining. 1999. *Policy Analysis: Concepts and Practice*. 3d edition. Prentice-Hall. Ch. 8. pp. 201-258

Week 14

Topic: Policy Analysis as communication. Results of Policy Analysis: different types of policy papers; Characteristics of a Successful Policy Analysis

Mandatory Literature:

Juliet Musso, Robert Biller and Robert Myrtle. "Tradecraft: Professional Writing as Problem Solving"// *Journal of Policy Analysis and Management* – Vol.19, № 4, 2000. – pp.635-646

Guidelines for Writing a Policy Brief, Prof. Tsai. Available on http://www.rhsupplies.org/fileadmin/user_upload/toolkit/B_Advocacy_for_RHS/Guidelines_for_Writing_a_Policy_Brief.pdf

David Dickson. Guidelines for SciDev.Net Opinion articles. Available on the World Wide Web. URL:<http://www.scidev.net/ms/entebbe/index.cfm?pageid=134> [29 Feb. 2004].

Recommended Literature:

Eyin Young and Lisa Quinn (2002), *Writing Effective Public Policy Papers: A Guide To Policy Advisers in Central and Eastern Europe*, Published in Budapest by Local Government and Public Reform Initiative. Available on http://lgi.osi.hu/publications/2002/112/writing_effective_public_policy_papers_young_quinn.pdf

Week 15

OVERVIEW

Assessment Criteria

The five major course requirements (aside from class attendance) are reading assignments (Note: to make into account that most of the students do not prepare reading assignments during the semester, it needs to be combined in the grade system to encourage their motivation in doing reading assignments systematically), writing assignments without final case study analysis, final case study analysis, class participation and final Exam. The weights assigned to these for the final course grade will be follows:

Attendance:	5 %
Class participation/presentations:	10 %
Writing assignments:	15 %
Midterm Exam	20 %
Final case study analysis:	10 %
Final Exam:	40 %

Mandatory Literature

1. William N. Dunn. 2004. *Public Policy Analysis: An Introduction*. 3rd. Ed. Upper Saddle River, NJ: Pearson Prentice-Hall.
2. Patton Carl, Sawicki David S. 1993 *Basic Methods of Policy Analysis and Planning*, 2/E
3. Bardach Eugene. 2005. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 2nd ed.. Washington, DC: CQ Press.
4. Birkland, Thomas A. 1997. *After Disaster: Agenda Setting, Public Policy, and Focusing Events*. Georgetown University Press
5. Weimer, David L. and Aidan R. Vining. 1999. *Policy Analysis: Concepts and Practice*. 3d edition. Prentice-Hall.

Additional Literature and Other Teaching Materials

1. Downs, A. *Political Theory and Public Choice* (Northampton, Mass.: Edward Elgar, 1998)
2. Dye, Thomas R. 2005. *Understanding Public Policy*. 11th ed. Upper Saddle River, NJ: Pearson Prentice Hall.
3. Eyin Young and Lisa Quinn (2002), *Writing Effective Public Policy Papers: A Guide To Policy Advisers in Central and Eastern Europe*, Published in Budapest by Local Government and Public Reform Initiative. Available on

http://lgi.osi.hu/publications/2002/112/writing_effective_public_policy_papers_young_quinn.pdf

4. Guidelines for Writing a Policy Brief, Prof. Tsai. Available on http://www.rhsupplies.org/fileadmin/user_upload/toolkit/B_Advocacy_for_RHS/Guidelines_for_Writing_a_Policy_Brief.pdf

5. Hague, R., Harrop., M. (ed). Comparative Government and Politics, 7th Edition Palgrave Macmillan

6. Kingdon, John W. 1995. Agendas, Alternatives, and Public Policies. 2nd edition. HarperCollins College Publishers.

7. Mankiw, G. Principals of Economics.

8. Musso, J., Biller R., Myrtle R.. "Tradecraft: Professional Writing as Problem Solving"// Journal of Policy Analysis and Management – Vol.19, № 4, 2000. – pp.635-646

9. Torgerson, D. (1995) Policy Analysis and Public Life: The restoration of Phronesis? In Political Science in History: Research Programs and Political Traditions John S. Dryzek (Editor), James Farr (Editor), Stephen T. Leonard

10. Sabatier, P. (2006) (ed.) Theories of the Policy Process. 2nd edition. Boulder: Westview Press.

11. Where is the Public in Public Policy? Paper presented at the conference on Political Participation: Building a Research Agenda, Princeton University, October 12-14, 2000 (with Beth Leech) available on <http://www.unc.edu/~fbaum/papers.htm>

Learning Outcomes

At the end of the course, students understand real-world policymaking and how it accommodates policy analysis. Are able to define and critically analyze policy issues and problems, choose the relevant methods and techniques for policy analysis, evaluate alternative policy solutions and assess the means and costs of implementation. Have policy paper writing and presentation abilities

七、Reference Readings

Public Policy Analysis , Chen Qing Yun, Beijing publishing house in 2006

James E. Anderson, Public Policy making: An Introduction (5th edition), Houston Mifflin Company

Michael Howlett, M. Ramesh, Studying Public Policy : Policy Cycles and Public Subsystem, Oxford University Press

William N. Dunn, Public Policy Analysis An Introduction , Renmin University of China in 2002

At the same time, the teacher will choose thesis and cases according to the course content for students to read and analyze.

八、Teaching and exam methods

To improve our scientific understanding: improve our knowledge of society, help us learn about the linkages between social and economic conditions in society, the responses and effects of government and their activities on these conditions, the ideas and methods of economics, sociology, anthropology, psychology, history, law, public administration, political science.

九、Key Point Difficulty & Solution

This course, which puts emphases on analyzing the nature, contributing factors and implementation effects of public policy, intends to apply the policy science theory and policy analysis method to the research of policy. As far as the key points and difficult points of the textbooks are concerned, students need to focus on the basic concepts, basic features, basic value orientations, standards and procedures of public policy in the plate of public policy theories. And students should have a clear notice of the process and stage of public policy making, which is consisted of decision-making plan, the optimum-seeking of plans, the implementation and monitoring of policies, finalities of policies and so on. We will make students understand the whole process of the formulation and implementation of policies by giving lectures to them. Besides, students need to master the method of sample survey and learn how to use the softwares like Excel and SPSS to analyze public policy problems.

Science of Administrative Law

一、 Name of Course

Science of Administrative law

二、 Course classification

1. Professional course conducted in English
2. Sophomore and junior students majoring in public administration, political science ,law ,etc.

三、 Period classification

1. Term One of School Year each
2. 3 credits and 48 credit hours

四、 Syllabus

1. Text book:

Luo Haocai & Zhan Zhongle,(2012),Science of administrative law

2. Course description:

Administrative law is the body of law that governs the activities of administrative agencies of government. Government agency action can include rulemaking, adjudication, or the enforcement of a specific regulatory agenda. Administrative law is considered a branch of public law. As a body of law, administrative law deals with the decision-making of administrative units of government (for example, tribunals, boards or commissions) that are part of a national regulatory scheme in such areas as police law, international trade, manufacturing, the environment, taxation, broadcasting, immigration and transport. Administrative law expanded greatly during the twentieth century, as legislative bodies worldwide created more government agencies to regulate the social, economic and political spheres of human interaction.

By learning this course,in the first,students can have a command of the basic

theory of administrative law, which includes the vital principle, abstract administrative act, specific administrative law, administrative reconsideration and so on. Students may gradually know the effect of administrative law between the bureaucracy and legal construction.

Fall 2018 - Hornstein: The course is one part constitutional law and two parts administrative process, theory, and practice. The constitutional law aspect focuses on separation-of-powers and due process. The administrative process aspect covers federal agencies (no state agencies or processes are studied) and focuses on the forms of agency decision making (rule making or adjudication), on the relationship between agencies and the political branches, and on judicial review of agency action.

Spring 2019 - Kim: This course explores the central role of federal agencies in the development and implementation of public policy in the modern administrative and regulatory state. We will examine the constitutional relationship between agencies and the President, Congress, and federal courts; the mechanisms employed by agencies to develop and implement policy; and the constitutional, statutory, political, and practical constraints to agency decision-making. Major topics include: separation-of-powers; procedural due process; forms of agency decision-making (e.g., rulemaking, adjudication); and judicial review over agency action.

Related Courses:

Fall 2018 - Hornstein and Spring 2016 - Kim: Administrative Law is recommended as a "core" public law course, ideally taken before more specialized public law courses. It is a prerequisite that must be taken before students are allowed to take Professor Hornstein's new advanced course on substantive economic regulation and deregulation (offered for the first time in Spring 2012 and thereafter every other year).

五、 Contents of the text book

Chapter I An introduction

- 1.the concept of administrative law**
- 2.administrative law relationship**
- 3.the basic principle of administrative law**
- 4.the status and role of administrative law in law system**
- 5.the development and subject system of administrative law**

Chapter II Subject of administrative legal relation

- 1.overview: administrative subject and administrative counterpart**
- 2.state administrative organs**
- 3.authorized organizations and commissioned organizations and individuals**
- 4.Civilservent**
- 5.administrative counterpart**

Chapter III Introduction of administrative act

- 1.the implication and characteristic of administrative act**
- 2.the content and efficacy of administrative act**
- 3.the classification of administrative act**
- 4.the establishment and legality requisities of administrative act**
- 5.useless,revocation and abolishment of administrative act**

Chapter IV abstract administrative act

- 1.the introduction of abstract administrative act**
- 2.administrative legislation act**
- 3.other abstract administrative act**

Chapter V specific administrative law

- 1.administrative order**
- 2.administrative imposition**
- 3.administrative license**
- 4.administrative affirmation**
- 5.administrative supervision**
- 6.administrative penalty**
- 7.administrative constraint**

8.administrative presentation

9.administrative reward

10.administrative adjudication

Chapter VI Administrative contract

1.the introduction of administrative contract

2.the variety and role of administrative contract

3.the establishment ,alteration and rescission

Chapter VII administrative guidance

1.the concept and characteristic of administrative guidance

2.the variety,meaning and role of administrative guidance

3.improve the administrative guidance institution of our country

Chapter VIII administrative procedure law

1.the introduction of administrative procedure law

2.the historical development of administrative procedure law

3.the basic principle and institution of administrative procedure law

Chapter IX administrative violation and administrative liability

1.administrative violation

2.administrative liability

3.the variety and way of administrative liability

Chapter X state compensation

1.the introduction of state compensation

2.the constitution of state compensation liability

3.administrative compensation

4.the method,standard and expense of administrative compensation

Chapter XI administrative reconsideration

1.The introduction of administrative reconsideration

2.Administrative reconsideration law relation

3.The scope of accepting cases and government of administrative reconsideration

4.The procedure of administrative reconsideration

六、 Quiz/Examination

1. review the content taught and do some exercises with cases in the beginning of each class

2. Mid-term examination/Final examination

3. Presentation in front of the class:

Students collect information about administrative law in different countries:

civil-law-country: Brazil/Chile/France/ Italy, etc

common-law-country: Australia/Canada/Singapore/United Kingdom/United States

七、 More reading materials:

1. Administrative Procedure law in China(APL)

Lin Feng, Administrative Law: Procedures and Remedies in China (Hong Kong: Sweet & Maxwell, 1996) at 8–9.

Administrative law in the People's Republic of China was virtually non-existent before the economic reform era. Since the 1980s, the People's Republic of China has constructed a new legal framework for administrative law, establishing control mechanisms for overseeing the bureaucracy and disciplinary committees for the Communist Party of China. However, many have argued that the usefulness of these laws are vastly inferior in terms of controlling government actions, largely because of institutional and systemic obstacles like a weak judiciary, poorly trained judges and lawyers, and corruption.

Law reform

During the late 1970s and early 1980s, economic reforms called for an expansive role for government, and little attention was paid to administrative law. The 1982 Constitution contained provisions regarded administrative procedures, compensation, and the right to sue. As the Constitution is not directly justiciable, between 1982 and 1988, there were more than 130 implementing laws and regulations which provided for administrative litigation in specific instances. By the end of 1988, the Supreme People's Court had established an administrative law division and more than 1400 local courts had created administrative panels to hear administrative cases.

In 1987, drafting of an Administrative Procedure Law began. The ALL was passed in 1989 and went into effect on 1 October 1990. This law made it possible for individuals to bring a case

against the administration and also laid down the relevant criteria and procedures for administrative litigation.

The pace of administrative law legislation increased in the 1990s. In 1990, the Administrative Supervision Regulations and the Administrative Reconsideration Regulations were passed. Both regulations have since been amended and upgraded into laws. The 1993 State Civil Servant Provisional Regulations changed the way government officials were selected and promoted, requiring that they pass exams and yearly appraisals, and introduced a rotation system. In 1994, the State Compensation Law was passed, followed by the Administrative Penalties Law in 1996.

Administrative litigation

The Administrative Procedure Law (APL) also known as the Administrative Litigation Law (ALL) allows parties to bring suit when their "legitimate rights and interests" are infringed by a specific administrative act of an administrative organ or its personnel.

The rights and obligations of the parties involved in an administrative litigation in China are important for realizing the targets, to protect the individuals' rights and to limit the public powers set up by the Administrative Procedure Law, 1989. According to the law in China, a plaintiff refers to an individual, a legal person or other lawful organizations, whose rights have been directly affected by a defendant, viz. a public authority or its employee exercising public powers. This position has, however, experienced reformation and expansion by the Supreme People's Court's interpretation of law and the introduction of public interest litigation. A plaintiff is now guaranteed the right of access

to a court, right to counsel, right to motion for conflict out, etc. These rights are to be exercised lawfully and should comply with the rules and instructions laid down by the courts. Since all the parties are equal before law, a defendant or a third person is guaranteed similar rights and also subject to similar obligations. A few differences, however, exist among them as well.

Several Chinese dissidents have invoked administrative law. In 1991, GuoRuoji, formerly a professor at Nanjing University, sued the Communist Party committee of his university for stripping him of his professorship and banning him from travelling abroad. Both the Nanjing Intermediate Court and the Jiangsu Provincial Supreme People's Court ruled against Guo, on the grounds that acts of the Communist Party of China is not an administrative organ. Several other dissidents filed similar lawsuits against the government and the CPC. In 1993, Yuan Hongbing, a professor at Renmin University in Beijing, sued the university's CPC committee for banning a book he had edited, *The Tide of History*, which attacked leftist orthodox views. In 1998, Li Weiping, a Wuhan-based dissident, used the administrative law to sue the head of the city's Public Security Bureau for the seizure of his passport.

Administrative reconsideration

Administrative reconsideration offers a number of advantages over litigation under the Administrative Litigation Law. First, administrative reconsideration is free of charge. Second, administrative reconsideration bodies may consider both the legality and appropriateness of administrative decisions. Third, Parties may challenge not only the specific act, but in some cases the abstract act on which it is based.

Supervisory organs

In 1986 the Ministry of Supervision was restored, and in 1993 it was merged with the CPC Discipline Committee system. In 1990, the State Council passed the Administrative Supervision Regulations, which were subsequently amended and upgraded to a law in 1997.

The ministry and its subordinate bodies function somewhat like ombudsmen in other jurisdictions. Supervisory organs are charged with overseeing government and administrative officials and their appointed personnel. Whereas courts are generally limited to examining the legality of administrative acts, supervision organs may look into the appropriateness of administrative decisions. Supervisory organs may conduct discovery on administrative departments and officials, issue injunctions to cease acts in violation of law or disciplinary rules, temporarily remove or seal evidence, among other powers.

2. General administrative law/administrative Procedure law/Other legal sources in Germany

Administrative law in Germany, called “Verwaltungsrecht”de:Verwaltungsrecht (Deutschland), generally rules the relationship between authorities and the citizens and therefore, it establishes citizens’ rights and obligations against the authorities. It is a part of the public law, which deals with the organization, the tasks and the acting of the public administration. It also contains rules, regulations, orders and decisions created by and related to administrative agencies, such as federal agencies, federal state authorities, urban administrations, but also admission offices and fiscal authorities etc. Administrative law in Germany follows three basic principles.

Principle of the legality of the authority, which means that there is no acting against the law and no acting without a law.

Principle of legal security, which includes a principle of legal certainty and the principle of nonretroactivity

Principle of proportionality, which says that an act of an authority has to be suitable, necessary and appropriate
Administrative law in Germany can be divided into general administrative law and special administrative law.

八、 Main Schedule

Chapter I An introduction 4 credit hours

Chapter II Subject of administrative legal relation 4 credit hours

Chapter III Introduction of administrative act 4 credit hours

Chapter IV abstract administrative act 4 credit hours

Chapter V specific administrative law 10 credit hours

Chapter VI Administrative contract 2 credit hours

Chapter VII administrative guidance 2 credit hours

Chapter VIII administrative procedure law 2 credit hours

Chapter IX administrative violation and administrative liability 4 credit hours

Chapter X state compensation 4 credit hours

Chapter XI administrative reconsideration 4 credit hours

More reading materials about administrative law in China and Germany. 6 credit hours

Reference reading

William Wade, Administrative law, 1997

Kenneth F ·Warren, administrative law in the political system, 2005

Constitution of the People's Republic of China, Article 41 (1982).

Lin Feng, Administrative Law: Procedures and Remedies in China (Hong Kong: Sweet & Maxwell, 1996) at 8–9.

Jianlong, Liu (April 1, 2011). "ADMINISTRATIVE LITIGATION IN CHINA: PARTIES AND THEIR RIGHTS AND OBLIGATIONS" (PDF). NUJS Law Review. Retrieved January 3, 2015.

**Administrative-Law, Giulio-Napolitano, Law Department,
Roma Tre University, Rome, Italy**

Statistical Sociology

一、 Name of course

Statistical Sociology

二、 Course Classification

1. Elective Course/Course Conducted in English

2. Sophomore and junior students majoring in Sociology, Economics, Political Science, etc.

三、 Period Classification

1. Term One of School Year each

2. 6 Credit

3. 72 Credit Hours

四、 COURSE OVERVIEW

1. Course Description and Goals

Statistical methods are a critical tool used by social scientists as well as research professionals outside the academy. Proficiency in the production and interpretation of bivariate and selected multivariate statistics is the overall learning goal for this course. Topics to be covered include analysis of variance, contingency tables, multiple linear regression, and logistic regression. In the first two weeks of the course, we will review the concept of distributions, the production and analysis of measures of central tendency and variation, production and interpretation of confidence intervals, and the backbone of all inferential techniques: significance testing. Later weeks will focus on key bivariate and multivariate techniques. Practical data analysis will be a large part of the coursework, but understanding of conceptual material will also be tested. The material covered in this course will enable students to intelligently and critically

read professional publications as well as prepare students to successfully complete the steps in the empirical research process, moving from a research idea to actual data analysis and interpretation of statistical evidence.

2. Prerequisites

An undergraduate statistics course and a passing grade of 85% or higher on the diagnostic exam for this course.

3. Learning Outcomes

Students completing this class should be able to:

□ analyze different types of data using the statistical package SPSS; explain the reasoning underlying statistical procedures; select statistical models appropriate to particular analytic problems; interpret computer output correctly; write an empirical paper that links sociological theory and statistical methods and analysis to create new sociological knowledge.

4. Course Format: In-Person Lecture and Lab

Lecture time will be spent taking questions or otherwise clarifying previous material (~10 minutes), the administration of a short quiz (~15 minutes), and covering new material assigned for that week (~about 65 minutes). Lab time will be spent answering questions, assigning and returning homework and quizzes, and working through the lab exercise. All students should bring a flash drive to lab in order to save any work produced there. Extra time has been built into our weekly meeting to ensure that we can sufficiently answer your questions and cover the required material from week to week.

5. Course Work Load

It is expected that students will spend about 12-15 hours per week outside of class completing tasks related to this course. As a general

guide, students should expect to spend about 3-5 hours reading and studying assigned course materials and preparing for the weekly lecture and quiz, about 3-6 hours completing homework assignments, and about 2-4 hours regularly working on tasks related to the semester-long empirical paper project.

6. Weekly Email Communication

To make sure we all stay on track, I will typically send the class an email prior to Tuesday (often on Fridays) with pointers about how to focus and prepare yourself for the upcoming quiz; things to think about for the homework that will be due on Tuesday, and any other information I think you need to prepare for the upcoming lecture and lab.

7. Attendance

Weekly attendance at both the lecture and lab are expected. Office hours for the TA and me are intended to be used for clarification of material and assistance with assignments, readings, and the final project and not to reiterate material that was covered in lecture and/or lab. If you must miss a class, please plan to get notes and updates from a student colleague.

六、REQUIRED TEXTS AND SOFTWARE

1. Required Text

Bartholomew, J D:Social Statistics. John Wiley & Sons, Ltd, 2014, 7(1):19-32

Rebecca M. Warner (2012). Applied Statistics: From Bivariate Through Multivariate Techniques. Sage Publications.

2. Highly Recommended Texts

Fred Pырczak and Randall R. Bruce. (2005) Writing Empirical Research Reports. Sixth Edition.copies available through web sellers)

Glen Firebaugh (2008). Seven Rules for Social Research. Princeton University Press.

3. Required Software

SPSS 18.0 or higher (Readily available in the department and campus computer labs).Student priced copies of this software can also be purchased through the university andUW system.While our book will include examples that utilize SPSS output, some of you with little to noexperience with SPSS may want to purchase a handbook designed with very specificinstructions about how to generate different kinds of statistics and interpret output usingthis statistical software package. These sorts of texts can serve as a tutorial for those of youwho need to improve your SPSS skills. I have a few SPSS texts in my office if you want tolook them over before making a purchase.

4. Calculator

You don't need a fancy statistics calculator for this course (we will rely on statisticssoftware for many of our calculations), but you do need one that can easily calculate thesquare root and that can exponentiate/do logarithmic functions.

七、 ASSIGNMENTS AND GRADES

Grading for the course will be based on the following:

1. Weekly Homework Assignments (150 points).

There will be 10 homework assignments throughout the semester. Each is worth 15 points. The list of assignments can be found in the attached schedule. The assignments will be given out during the lab, at which time you will have an opportunity to read the assignment and ask questions. Exercises will be turned in during lab. The homework will typically require you to use SPSS or other software to complete the assignment. It is okay if you talk with each other about how to do your homework; in fact a little collaboration concerning statistical programming is encouraged. However, you are required to write up your own answers to the homework, independent of other students. You are also required to produce and attach your own computer printout, whenever a printout is needed. No photocopies or second printings of other students' printouts are allowed. Violations of this policy will result in serious penalties. Late homework assignments will be downgraded by 3 points per day past the due date.

NOTE: Although each of the homework assignments is worth the same amount of points, the homework does get progressively more complicated and long as the material we encounter gets more complex. In general, the homework will require somewhere from 3 – 6 hours per week to complete, but this will vary from week to week, with assignments at the beginning of the semester requiring less time and assignments at the middle and end of the semester requiring more time.

2. Weekly Quizzes (90 points).

At the beginning of each class period (beginning with the second week), there will be a short quiz covering the material from the previous week. Each quiz will be worth 10 points. If you miss a quiz

because you are late or absent, you will get zero for that quiz. The two lowest quiz scores will be dropped from the calculation of your grade (11 quizzes given, 9 count toward your final grade).

3. Empirical Paper Prospectus (25 points).

This assignment is described in detail in my handout entitled Requirements for the Empirical Paper.

4. Empirical Paper Dataset (10 points).

You will be asked to meet individually with me in week 8 to discuss: 1) the data you will use to address the research question you have articulated (you must have these data downloaded and in SPSS); the analytic sample you will draw using these data; measures of your independent and dependent variables (including descriptive statistics of these measures), and any other questions you have at this point about how to get started on your analysis. Students must come to this meeting with an actual dataset in hand, documentation of the data, and relevant output to facilitate our meeting to earn these 10 points.

5. Final Empirical Paper (125 points).

This assignment is described in detail in my handout entitled Requirements for the Empirical Paper. Writing this paper will require you to locate a dataset and draft a hypothesis (or hypotheses) you wish to examine using these data. Please begin to consider topics of interest to you and locate data files that would allow you to address the topic as soon as possible. (Note: This is a great opportunity to find the data for your master's paper or thesis and begin to conduct preliminary analysis!).

6. Final Exam (100 points).

A final exam will be given during the last class period. The exam will consist of two parts; the first part will focus on lecture materials/readings (comprehensive) and the second part will focus on the interpretation of computer output for techniques covered

throughout the semester. This exam is expected to take the entire class period (1.5 hours).

Contents (in details)

Chapter 1: introduction

Definition of statistics; Terminology; Scales of Measurement; Experimental Design Variables; Philosophy

Chapter 2:- Data: Organization, Graphs and Central Tendency

Broad branches of statistics (descriptive and inferential) Statistics and parameters (samples and populations briefly introduced) Simple frequency distributions; grouped frequency distributions; graphic presentation of data; describing distributions; measures of central tendency (Mean, Median and Mode) Determining skewness from the mean and median; kurtosis Handout on summation. Please read this material thoroughly in your text.

Chapter 3: Variability

Range Average deviation Standard deviation and variance Statistics like averages! Greek and Roman letters and their meanings. Preview of the importance of these measures and how they are used.

Chapter 4: Combination Statistics

Using z scores to describe individuals; Effect size index The descriptive statistics Report Probability and the normal curve

Chapter 5: Correlation and Regression

Bivariate distributions; positive and negative correlation; zero correlation; correlation and causation; the correlation coefficient (the conceptual and computational formulas); scatterplots; Interpreting r; strong relations but low correlations; other kinds of correlation coefficients; Linear regression and making predictions; The regression equation --a Line of Best Fit

Chapter 6: Theoretical Distributions including the normal curve

Rectangular distributions; binomial distribution; comparison of theoretical and empirical distributions; the normal

distribution; other theoretical distributions.

Chapter 7: Samples, Sampling Distributions and Confidence Intervals

Random samples; biased samples; sampling distributions; the sampling distribution of the mean; the Central Limit Theorem; Constructing a sampling distribution when sigma is not known; the t distribution; confidence intervals about a sample mean; categories of inferential statistics

Chapter 8: Hypothesis Testing and Effect Size: One-Sample Designs

Example problem; logic of hypothesis testing; comparison of hypothesis testing to courtroom decisions; Using the t distribution for hypothesis testing. The one-sample t test; an examination of possible mistakes; Why we will only do two-tailed tests; the meaning of p in $p < .05$; alpha levels; null and alternate hypotheses; effect size index; truth tables and type I and type II errors

Chapter 9: Hypothesis Testing, Effect Size and Confidence Intervals: Two-Sample Designs

How to design an experiment; two-sample example of hypothesis testing; the true experiment; independent t test; correlated or dependent t tests; significance versus importance; effect size index; establishing a confidence interval about a mean difference; rejecting the null hypothesis: the topic of power

Chapter 10: Analysis of Variance: One-Way Classification

The rationale of analysis of variance; How ANOVA relates to the t-test; more new terms; mean squares; mean squares and degrees of freedom; calculating the F ratio and what it means; expected value of the F ratio; a priori and post hoc tests -- comparisons among means; assumptions of the analysis of variance; effect sizes

Chapter 11: Analysis of Variance: Factorial Designs

Main effects and interactions; analysis of a typical design; notation in complex designs; comparing levels within a single factor; restrictions and limitations of ANOVA; Effect size

revisited

Chapter 12: Analysis of Variance: One-Factor Correlated Measures

Tukey HSD tests; Fisher's Protected LSD; Scheffe test; conservative and liberal post hoc tests and the consequences of using them. Type I and Type II errors revisited; comparison to the t-test.

Chapter 13: The Chi Square Distribution

Introduction to non-parametric Statistics Tests of independence and goodness of fit shortcut for 2 x 2 table; Chi Square with more than one degree of freedom; When you may use Chi Square

Chapter 14: Nonparametric Statistics

Rationale of nonparametric tests; Mann-Whitney U test; Wilcoxon Matched-Pairs Signed-Ranks T test; Wilcoxon-Wilcoxon Multiple Comparison Test; correlation of ranked data Final words.