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Proposal for a Self-Supporting Professional Graduate Program

Master of Chinese Economic and Political Affairs

Submitted by The Graduate School of International Relations and Pacific Studies

University of California, San Diego

April 15, 2014

Revision: December 4, 2014
# Table of Contents

**Executive Summary** ........................................................................................................... 4

**Section 1.0: Introduction** ................................................................................................. 4
1. Aims and Objectives ......................................................................................................... 4
   Distinctiveness of the IR/PS Program ......................................................................... 4
2. Historical Development of the Field and Departmental Strength ................................. 5
3. Timetable for Development of the Degree .................................................................. 7
4. Relation to Existing Campus Programs ........................................................................ 7
5. Interrelationship Between IR/PS MCEPA and Other UC Program .............................. 8
6. Program Governance ..................................................................................................... 9
7. Plan for Evaluation ........................................................................................................... 9

**Section 2.0: Program Requirements and Curriculum** ...................................................... 10
1. Undergraduate Preparation ............................................................................................ 10
2. Language Requirement .................................................................................................. 10
3. Program of Study ........................................................................................................... 10
   Examination or Capstone ......................................................................................... 12
   Teaching Responsibilities ......................................................................................... 12
   Normative Time ......................................................................................................... 12
   Sample Program of Study ......................................................................................... 13

**Section 3.0: Projected Need** ........................................................................................... 13
1. Student Demand for the Program ................................................................................ 13
2. Job Placement .............................................................................................................. 15
3. Importance to the Discipline ...................................................................................... 18
4. Importance to Society ................................................................................................ 18
5. Research and Professional Interests of the Faculty .................................................... 18
6. Differentiation of the Program .................................................................................... 18

**Section 4.0: Core and Affiliated Faculty** .......................................................................... 19

**Section 5.0: Courses** ...................................................................................................... 21

**Section 6.0: Resource Requirements** .............................................................................. 21

**Section 7.0: Graduate Student Support** ......................................................................... 23

**Section 8.0: Governance** ................................................................................................ 23

**Section 9.0: Changes in Senate Regulations** .................................................................. 23

**Appendix A: Letters of Support and Review** .................................................................. 24
   IRPS China Faculty Letters ......................................................................................... 24
   Prof. Lan Xue, Dean, School of Public Policy and Management ............................... 24
   Tsinghua University .................................................................................................... 29
   Yiru Zhou, Vice President, China Operations, Qualcomm ........................................ 30
   Professor Thomas Gold, UC Berkeley ........................................................................ 32
   Professor Kevin O’Brien, UC Berkeley ....................................................................... 34
   Professor Ching Kwan Lee, UC Los Angeles .............................................................. 35

**Appendix B: List of China Scholars for Additional Letters** ............................................ 36

**Appendix C: List of Current Courses** ............................................................................. 38
Executive Summary

The Master of Chinese Economic and Political Affairs (MCEPA) is a self-supporting, terminal degree program that builds on IR/PS’s strengths in the study of contemporary China and its distinctive inter-disciplinary mix of economics, politics, applied policy, and management. It will further raise the profile and reputation of UCSD among elite scholars and promising students of China. Graduation will require 96 credits: 28 of which will be in core disciplinary skills training in economics, management, political science and quantitative methods; another 24 in specialized China content courses; and 24 in a chosen area of concentration. The remaining 20 units divide into a three course (12 units) “Sources and Methods” requirement, and a two quarter, eight unit total (4/4) Capstone Seminar series. The second quarter of the capstone will require the student to work one-on-one with a faculty specialist. Students will be strongly encouraged to undertake field research as part of their capstone project.

The ability to use original language source material is necessary for serious professional analysis of China. We will require at least second year proficiency for admission, and students and applicants will have to demonstrate that their language skills are appropriate to the type of research they propose to conduct.

Students in the Master of Chinese Economic and Political Affairs program will develop a mastery of:

- Research design and methods for the social science study of contemporary China
- Critical reading and analysis of original and secondary sources
- Design and implementation of an interdisciplinary research project
- At least one area of policy analysis chosen from: Chinese Politics and Public Policy, Chinese Foreign Relations and Security, Chinese Economy, or Chinese Environment

We hope to admit our first class of highly qualified domestic and international students for fall quarter, 2016.

Section 1.1: Aims and Objectives of the Master of Chinese Economic and Political Affairs

The program in Chinese Economic and Political Affairs has four, interlocking components of approximately equal weight: training in core disciplinary skills; required China content; disciplinary based coursework on China and Asia with an emphasis on policy relevance; and the three quarter requirement in Sources and Methods as preparation for the capstone project. This curriculum is designed with the following overlapping goals in mind:

1. Students should complete the master’s having acquired substantial, portable research skills. The combination of at least one year of quantitative methods with the three quarter requirement in Sources and Methods should provide students with the ability to read the current social science literature, identify the different approaches to and arguments about
the study of society, politics and economics and evaluate and critique both original language sources and data (surveys, censuses, and statistics).

2. The required China and disciplinary course work, combined with the capstone project and fieldwork, will develop a strong policy expertise.

3. For students choosing to leverage their research into opportunities for a career in policy design and/or evaluation, the capstone paper can be structured around a consulting project for a real world client.

4. Students intending the Master of Chinese Economic and Political Affairs to serve as preparation for pursuing a career in research will have the opportunity to work independently with an IR/PS professor to develop those skills in the capstone project.

Distinctiveness of the Master of Chinese Economic and Political Affairs

Nearly every master’s degree offered on China, East Asia, or Asia is qualified with the word “Studies” in its name; UC Berkeley offers a degree in Asian Studies, Harvard and Yale’s are in East Asian Studies, Johns Hopkins’ degree is China Studies, and at Michigan it is an MA of Chinese Studies. The qualifier of “Studies” is not coincidental, but a marker of a broadly interdisciplinary curriculum that rests heavily on course work from language departments, history, cultural studies, and sociology. Area Studies programs were an intellectual development of the Cold War period. Their rationale was that scholars could only come to terms with why countries and, most particularly, their peoples acted as they did by understanding the cultural and social context. They were an important counter balance to the established social science focus on governmental and macroeconomic policies and regulation. Since then, programs on area studies have somewhat adjusted their intellectual mindset; all of the programs listed about have either elective or required courses in Political Science and/or Economics, but their curricula still lean on language, history, cultural studies, art history and sociology.

What IR/PS proposes is quite different. Language and history are present and the Sources and Methods requirement assumes that government actors and actions cannot be taken at face value. Working in Chinese is the requirement for recognizing nuance, bias and complexity and for understanding modern China in its own language. From there, the intent of the program is to train scholars who understand China in the contemporary regional and international context within which it must act and to use the hard skills of political science and economics to measure those actions. There is no program in the United States that has at hand the breadth and depth of faculty and research resources that are available at IR/PS and UCSD.

Section 1.2: Historical Development of IRPS and the IRPS Expertise in China Economics and Politics

IRPS was founded in 1986 in a period of rapid international change. It was the first international affairs school in the University of California system and the first one in the United States to focus on the Pacific Region. At that time, the Japanese challenge loomed large in U.S. academic and political thought but unlike the Cold War rivalry with the Soviet Union, which revolved around security concerns, this one was entirely economic. Indeed, Japan was a security ally. Unlike other schools of international affairs, which were a mix of traditional area and security studies, the curriculum of IRPS was created on the premise that the international change then being witnessed
would best be studied with a skill set that included economics, public policy, management, international relations, area studies, and the quantitative methods required for rigorous policy design and evaluation.

The founders of IR/PS proved prescient in their curricular focus. The 21st Century has been widely hailed as the “Pacific Century” and China has emerged as the new pivot point of regional dynamics. Its politics, economics, society, culture, and military posture have created a challenging intellectual and policy agenda that calls out for the combination of skills training and in-depth regional knowledge that is the hallmark of IRPS. The School has responded in several ways to the very specific need for China expertise.

First, IR/PS has increased the core faculty group of China scholars from 2 to 6, one of the largest and deepest clusters in a single academic unit in any university in the United States. The result of this expansion is a broad reach in research and course work that includes Chinese politics, economic and social development, security and technology, environmental and energy policy, business strategy, media and the Internet, US-China relations, and China as a regional economic and political actor in East and Southeast Asia.

We also recognized the need to leverage the scholarly talent of the China faculty by creating a stronger infrastructure for collaborative research and policy impact. To this end, the School strengthened existing research centers and created new ones. For example:

- **The Center for Emerging and Pacific Economies** (EmPac) has a mission to address central questions about economic growth, equality, governance reform and market change in the Pacific.
- **The 21st Century China Program** (21CC) aims to deepen public knowledge and understanding of contemporary China and promote active discourse on China’s domestic evolution and its international engagement. The reputation of the IRPS faculty allows 21CC to collaborate with leading scholars, economists, and policy experts from China, Hong Kong, Asia and the United States. The Carnegie Corporation recently awarded 21CC a three-year grant to support collaborative research projects with Chinese social scientists.
- **Fudan-UC Center on China** is a UC system-wide initiative, based at IRPS. This center is the first overseas studies center of any Chinese university. Because of its appreciation of the way UC scholars study China, Fudan decided to focus the center on the study of contemporary China, not on the U.S. The goal is to promote academic exchange and collaborative research on China.
- **Institute on Global Conflict and Cooperation** (IGCC) was founded in 1983 and has generated important research on the causes of international conflict and cooperation. Originally, the focus of the center was on security and non-proliferation, but it has expanded in recent years to include environmental and economic policies that similarly shape the ability to control conflict. The increase in scope has been partly shaped by several IRPS initiatives: (1) “Track Two: The Northeast Asia Cooperative Dialogue” (NEACD). This is a multilateral forum involving foreign and defense ministry officials, military officers and academics from China, Japan, North and South Korea, Russia, and the US. (2) “The Study of Innovation and Technology in China”, which examines the approaches, challenges, and prospects for success in China’s quest for technological transformation.
In addition to the growth in research units housed at IR/PS, the School has also developed cooperative arrangements with Chinese universities that facilitate both faculty and student exchanges. Most recently, partnerships with Tsinghua and Fudan Universities have been adapted to include the hosting of student field research. A letter of support for the Master of Chinese Economic and Political Affairs from the Dean of The School of Public Policy and Management at Tsinghua University is attached in Appendix A.

1.3: Timetable for Development of the Program and Enrollment Projections

The Master of Chinese Economic and Political Affairs will not require the hiring of additional faculty and the new capstone will be modeled on those already in place at IR/PS. The initial course on Chinese language sources in the Resources and Methods sequence was taught for the first time in fall, 2014. Thus, the program will launch without any entirely new courses in the School’s curriculum. Additionally, IR/PS Admissions staff already has in place an annual outreach plan that draws on an existing support structure of IR/PS, campus, and international initiatives and integrates the following venues: advertising in target publications read by prospective students and admissions professionals in undergraduate programs; UCSD campus events; off-campus events with both virtual and in-person contact throughout the US and abroad; and on-line recruitment throughout the world through our network of educational advisors at the Department of State. Finally, both IR/PS and campus China faculty have extensive contact with Chinese and American universities where the best undergraduate research on Asia is being done. Their interest in raising the profile of UCSD among elite scholars will be an important piece of the admissions process.

As a consequence of the ability to use resources already in place, it is our intention to advertise for enrollment beginning in AY2015-2016 with the first class to enter in the fall of 2016. We expect this program to remain moderate in size. We propose to admit no more than ten students per year.

1.4: Relation of the Proposed Program to Other Programs on Campus

In our Strategic Plan document of AY2012-2013, the IR/PS faculty made a commitment to develop educational programs that would respond to the “great transformations of the 21st Century” and which would “provide leadership for UC San Diego in building a strong engagement with China.” To that end, we worked with campus to forge deeper international partnerships, exemplified by the Fudan-UC Center now housed at IR/PS, and stated our intent to create a new Master of Chinese Economic and Political Affairs.

Most likely to feel the impact of the proposed degree is the IR/PS flagship program, the Master of Pacific and International Affairs (MPIA). The MPIA has a current total enrollment of 225, 100 of whom have China as a regional focus. Of these latter, nearly half are native speakers of Mandarin and another 10 are domestic students who entered IRPS with at least second year level fluency. As a total, then, approximately 50 students a year come into the MPIA with sufficient Chinese to meet the language requirement proposed for the Master of Chinese Economic and Political Affairs. The majority of these students, however, will likely not find the new program a fit with their intellectual or career interests as they have come to IR/PS to study international management or specific policy
specializations in depth. The MPIA requires only two courses to fulfill a regional specialty. It is a small number of students, therefore, with sufficient credentials for admission to both the MPIA and China program. Though the MPIA, as a program, may lose a small number of students who prefer a regional (China) focus over a career focus, such as environmental policy or development/non-profit management, IRPS will gain in its enrollment total. The cohorts will be combined in both the core of the first year and the specialized China courses. The difference in interests will show in the intensity of focus on China and, likely, the depth of abilities required for the Resources and Methods courses. Only the capstone sequence will exclude MPIA students by requirement.

By far the most important pool for the Master of Chinese Economic and Political Affairs is the group of candidates who apply to IR/PS, are offered admission, and then choose to attend competitor international affairs programs that grant master’s in either East Asian or China Studies. The programs we will be able to more seriously challenge—Oxford, Harvard, SAIS, Stanford, UC Berkeley, and Yale—have, almost uniformly, a stiffer language requirement (3 years) than we are proposing (2 years) but lack both the depth in Chinese politics and economics of the IR/PS faculty and research centers, and the breadth of our course work in relevant policy areas and quantitative methods. In the admissions cycle for fall 2013, IR/PS made offers to 86 applicants who identified themselves as interested in China studies but chose another program. In 2012, 77 China focus applicants declined our offer. In both years, the admit pools were a mix of international and domestic applicants, clearly with strong undergraduate credentials, and all with demonstrated commitments to the specific study of China.

The Master of Chinese Economic and Political Affairs will not compete with any other campus master’s program. The History Department no longer offers an MA of East Asian Studies, though its PhD curriculum does allow such a specialization. Similarly, both Political Science and Economics have area studies foci for doctoral students.

1.5: Interrelationship With Other UC Institutions

UC Berkeley, UCLA, UC Riverside and UC Santa Barbara all offer terminal master’s degrees in Asian (Berkeley), Southeast Asian (UC Riverside) or East Asian Studies (UC Santa Barbara and UCLA). UC Irvine supports a PhD program but gives the master’s only within that context; there is no stand-alone MA degree. Beyond the language requirement and possible overlap of elective course work, depending on the choices of students at the other campuses, these programs are substantially different from what we are proposing. Following are brief descriptions of these programs:

- UCSB: Master in East Asian Language and Cultural Studies—“The philosophy of the M.A. program is to provide students with a solid foundation in one or more East Asian language in addition to broad opportunities for cross-cultural and multi-disciplinary studies of East Asian traditions and modernities. Coursework concentrates on the humanities…”
- UCLA: M.A. in East Asian Studies—“Students are expected to concentrate on one cultural area (China, Japan, or Korea), or to combine areas for a cross-cultural program.”
- UC Riverside: M.A. in Southeast Asian Studies—“...an interdepartmental program centered on the study of the arts and cultures of Southeast Asia and its diasporas...students need to
make sense of and engage with its expressive forms of culture (including visual arts, literature, and performance).”

- UC Berkeley: M.A. in Asian Studies- Subdivided into four geographical regions—East Asia, Northeast Asia, South Asia, and Southeast Asia- and allows “individual programs...arranged to suit a student’s particular interests.” All students, regardless of geographic specialization, are required to participate in a joint, proseminar and then complete 20 semester units in upper division and graduate courses from at least two departments. The overwhelming majority of allowable course are in East Asian Languages, History, Art History, and Comparative Literature.

The M.A degrees offered at the other UC campuses are traditional area studies programs with their emphases on language, culture, history and social norms. The course work rests substantially in the humanities while the social sciences provide narrow and limited electives. The Master of Chinese Economic and Political Affairs at IR/PS, with its disciplinary grounding in Economics and Political Science, will complement these programs and add a needed option within the UC system. Letters of support from UC Berkeley and UC Los Angeles China faculty are posted to Appendix A.

1.6: Program Governance

The Master of Chinese Economic and Political Affairs will be a self-supporting degree program offered by the School of International Relations and Pacific Studies. It is our intention to advertise for enrollment beginning in the AY2015-2016 for an entering class in Fall, 2016. We will target a first class of 5, but intend to grow to no more than 10 admits a year at steady state.

A curriculum committee of affiliated faculty, to include ladder rank faculty who teach in both the IR/PS core and China courses, chaired by the Associate Dean of IR/PS, will be responsible for the oversight of requirements, courses, and curricular changes. Faculty with expertise in China will hold responsibility for monitoring allowable course work, review of all petitions, and approving capstone projects.

1.7: Plan for Evaluation

Campus policy requires a formal external review every eight years. Currently, all IR/PS programs are reviewed at the same time. The most recent external review was in 2013. We anticipate that the Master of Chinese Economic and Political Affairs will be reviewed on the same schedule with other IR/PS master’s programs. It is our intention, however, to organize a review three years after accepting the first class in order to assess both the admissions strategy and the curriculum.
2: Program Requirements and Curriculum

2.1: Undergraduate Preparation

Students interested in pursuing the Master of Chinese Economic and Political Affairs must have earned a BA, or its equivalent, from an institution of comparable standing to the University of California. A minimum GPA of 3.0 or better in undergraduate course work or prior graduate study is required for admission. Applicants must have second year proficiency in Mandarin Chinese, as demonstrated by course work or applicable work experience. Undergraduate preparation that includes one or more of the following areas is strongly encouraged: China and related areas in history, humanities and contemporary societies; the social sciences (specifically, political science and economics); and, quantitative methods, such as statistics, econometrics, or GIS.

Applicants who are deficient in economics or quantitative methods may be required to attend summer prep courses offered by IR/PS before being allowed to enroll for first quarter courses.

In addition to the above, all international applicants whose native language is not English and who have not studied for one uninterrupted year at a university-level institution in a country where English is the official language, must demonstrate proficiency in the English language by taking either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Applicants must also take either the GRE or GMAT.

2.2: Language Study

We will require at least second year proficiency for admission, and students and will have to demonstrate that their language skills are appropriate to the type of research they propose to conduct. Proficiency can be demonstrated by prior course work, native ability, certification by a well-known language institute, or certification of having worked at a professional level in Mandarin Chinese.

2.3: Program of Study

The Master of Chinese Economic and Political Affairs builds on IR/PS’s strengths in research methods and the political and economic study of China. Graduation will require 96 credits: 28 of which will be in hard skills training in economics, management, political science and quantitative methods; another 24 in required China centered courses; 24 in a chosen area of concentration (for example, environmental regulation and policy or security); with the remaining 20 units in three quarters (12 units) of Sources and Methods courses, and a two quarter, eight unit total (4/4) Capstone Seminar series. Students will be strongly encouraged to undertake field research in order to build a strong foundation for their capstone project. There are several options for field research: 1) summer fieldwork between the first and second year; 2) extended fieldwork, allowing students to pursue placement with one of the IRPS partnership universities in China and/or immersion language study; or, 3) an academic quarter of EAP as approved by a faculty adviser.

Students will be required to declare a concentration in one of the following sub-fields: Chinese Politics and Public Policy; Chinese Foreign Relations and Security; Chinese Economy; and
Chinese Environment. Students, working with advisers who teach and conduct research in these areas, will build an individualized program of disciplinary coursework (24 units/6 courses) that relates to their area of concentration.

The ability to use original language source material is necessary for serious work on China. Students and applicants will have to demonstrate that their language skills are/will be appropriate to the type of research they propose to conduct.

**Required Core (28 units):** (Faculty advisers to approve choices offered below based on student’s stated interests.)
- IRCO 401: Managerial Economics
- IRCO 412: Globalization
- IRCO 453: Quantitative Methods I
- IRCO 454: Quantitative Methods II
- IRCO 410: *International Security* OR IRCO 415: *Accounting and Finance for Policy Makers*
- IRCO 403: International Economics OR IRCO 400: Policy Making Processes
- IRGN 446: *QM III* OR an appropriate quantitative methods course.

**China Courses (24 units):**
Three required China core courses will be taken during the first year.
- IRGN 404: Chinese Politics
- IRGN 486: Economic and Social Development of China
- IRGN 405: US-China Relations OR IRGN 403: Rise of China

**Plus** three courses chosen from a list of elective China specific courses. These may include China courses in other departments. IR/PS courses given in 2013-14 which meet this requirement include the following:
- IRGN 403: Rise of China (if not taken for the required IR/security course)
- IRGN 405: US-China Relations (if not taken for the required IR/security course)
- IRGN 461: Doing Business in China
- IRGN 467: Chinese Environmental and Energy Policy
- IRGN 455: Financing the Chinese Economic Miracle
- IRGN 490: Topics in China’s Development

**Required Disciplinary Courses (24 units):**
Students will be required to work with a faculty adviser who teaches and/or conducts research in their chosen concentration. Students must build an individualized program of six courses with faculty approval. These courses include both advanced work in disciplinary subfields and comparative cross-country content. A list of allowable courses is attached in the appendices.

**Required** Three quarters (12 units) of *Sources and Methods:*
Students are required to have three courses in Sources and Methods, at least one of which will be IRGN 476: *Chinese Sources on Politics and Economics* (initial offering Fall 2014). This course and subsequent courses on Sources and Methods will include:

- Methodology: Reading clusters of papers that exemplify different approaches to the student of Chinese society, politics, and economics.
• Sources: Close reading of original language sources; access and critique of data sources (surveys; census; and statistics)
• Research presentations: Faculty and advanced graduate students from UCSD and other universities will present current research

In addition, students may select from the Methods courses offered by IR/PS faculty, including IRGN 443 GIS and Spatial Data Analysis; IRGN 464: Designing Field Experiments; IRGN 452: Big Data Analytics; or IRCO 468: Evaluating Technological Innovation. Alternatively, students would be allowed, pending faculty approval, to enroll in methods or sources courses outside of IR/PS (for example, in History or Economics) provided it has a clear relationship to their research on China.

Required: Two Quarters of Capstone (4/4 units): IRCO 470: Capstone Research and IRCO 471: Capstone Project Development: The capstone is intended to be a summative intellectual experience directed toward the preparation of an applied research project. The topic must be approved by the faculty of record for the first quarter research seminar and by a second with expertise in the subject of the project and who will serve as the second quarter advisor. Capstone projects may be a response to a real world consultancy or defined independently by the student.

The capstone paper is expected to demonstrate mastery of the four components of the program: 1) Development of the methodologies for rigorous data collection and analysis; 2) An in-depth understanding of the historical regulatory, political and/or economic processes surrounding the chosen “problem” for analysis; 3) Mastery of the working details of the “problem” at the center of the research; and 4) Demonstration of a requisite level of research proficiency in Mandarin Chinese.

The paper will be evaluated by the research director of the capstone and the subject-matter adviser.

Optional: Students are strongly encouraged to conduct fieldwork in China during the summer between Year 1 and Year 2. In addition, we will work with partner universities in China to create opportunities for extended fieldwork and training that might include both summer and fall quarter of Year 2. Both Tsinghua University’s School of Public Policy and Management and Fudan University have expressed strong interest in developing this graduate student relationship.

2.4: Exams, Thesis, Required Teaching:

The Master of Chinese Economic and Political Affairs requires no teaching, qualifying examinations, or thesis. It is a self-supporting terminal master’s program with a capstone requirement.

2.5: Normative Time:

The Master of Chinese Economic and Political Affairs is designed to be a two-year degree program, though with allowance for time spent conducting fieldwork abroad. With exceptions of
allowable leaves of absence, accommodations for increased time to degree, or approved withdrawals, students will be held to the two year design of the program.

2.6: Sample Program:

<table>
<thead>
<tr>
<th>First Year: Model Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>China Politics</td>
</tr>
<tr>
<td>Globalization</td>
</tr>
<tr>
<td>QMI</td>
</tr>
<tr>
<td>Managerial Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year: Model Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>China Elective</td>
</tr>
<tr>
<td>Concentration Elective</td>
</tr>
<tr>
<td>Sources and Methods-Required Course</td>
</tr>
<tr>
<td>Elective</td>
</tr>
</tbody>
</table>

Section 3. Projected Need:

3.1: Student Demand:

We expect to position this degree as a demanding, highly selective program. Every year, IRPS makes offers of admission to its MPIA degree program to between 65 and 100 applicants with a declared China focus but who choose to attend one of our competitor schools where specialized China and Asia master’s degrees are offered. Between 2009 and 2013, IR/PS made offers to 649 students who had declared China interests. Though there is an increase over time in the number of offers, the growth keeps pace with the overall increase in size of the MPIA cohort. The accept-to-decline ratio among China focus students remains reasonably constant.

<table>
<thead>
<tr>
<th>Admit Year</th>
<th>Number of Admits</th>
<th>Number of Declines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>117</td>
<td>70</td>
</tr>
<tr>
<td>2010</td>
<td>103</td>
<td>64</td>
</tr>
<tr>
<td>2011</td>
<td>148</td>
<td>84</td>
</tr>
<tr>
<td>2012</td>
<td>137</td>
<td>77</td>
</tr>
<tr>
<td>2013</td>
<td>144</td>
<td>86</td>
</tr>
</tbody>
</table>

Based on an Admissions Office questionnaire used annually since 2010, we have a firm idea of the disposition of our declines. Of the students who chose not to attend IR/PS, 48% reported they would attend another program that “better matched [their] research and career goals.” The domestic schools that attracted them are those we believe we can compete with more successfully by
creating the Master of Chinese Economic and Political Affairs: SIPA at Columbia, Johns Hopkins SAIS, George Washington, Georgetown, American University, USC, Stanford, and American University.

Additionally, not all students who declined the IR/PS offer chose another program- 10% took a job instead of attending school- or made their decisions on academic grounds: 14% opted on the basis of location; 8% were influenced by family or personal concerns; and an additional 16% went where there were greater financial resources.

<table>
<thead>
<tr>
<th>Reasons for China Track Nomination Decline, 2011 - 2013</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial incentives</td>
<td>48%</td>
</tr>
<tr>
<td>Personal, family or health issues</td>
<td>10%</td>
</tr>
<tr>
<td>Location</td>
<td>8%</td>
</tr>
<tr>
<td>Better match for career or academic goals</td>
<td>14%</td>
</tr>
<tr>
<td>Offer for admission to UCSD was received too late</td>
<td>16%</td>
</tr>
<tr>
<td>Accepted employment</td>
<td>4%</td>
</tr>
</tbody>
</table>
Finally, the university program with a curriculum most like the Master of Chinese Economic and Political Affairs is the MsC in Contemporary Chinese Studies at Oxford. They report they receive approximately 100 applicants a year and, on average, admit between 20 and 25.

Taking into account that there is substantial overlap in applications, it is clear, nonetheless, that IR/PS has an opportunity to claim a larger part of a highly qualified pool with a curriculum tuned more finely to the interest of China scholars.

3.2: Employment Opportunities

IR/PS Career Services data, which tracks employment placement for every cohort for the last six years, clearly shows both the consistent demand for China specialization and the success of those students. Looking at data on the graduating classes from 2007 to 2012 we see not only that the China cohort was overwhelmingly successful in the job search one year out, but also that they are nearly 100% employed in their chosen field or in PhD programs two years out.


<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>China Focus/ Total Graduates</th>
<th>Employed 1 year after graduation</th>
<th>Currently Employed</th>
<th>Furthering Education</th>
<th>Current Employment Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>30 / 106</td>
<td>24</td>
<td>27</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>36 / 91</td>
<td>30</td>
<td>30</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>39 / 114</td>
<td>37</td>
<td>37</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
The skills of IR/PS China students are highly sought after in the private sector. Our data shows that 58% of our students find jobs most often in technology, consulting, and banking and finance. Among others, they work for Sony, Qualcomm, Samsung, Proctor & Gamble, Cisco Systems, McKinsey and Co., and Deloitte. But also a sizable proportion, approximately 33%, accepts employment in the public, non-profit, and multilateral sectors: the US Department of State, the World Bank, and for foreign governments. Looking at data supplied by Johns Hopkins University, IR/PS employment outcomes compare very well to post-graduation histories of students from the SAIS-Nanjing Center Program, except in one category: SAIS sends a significantly greater number of each class into PhD programs than IR/PS does. Our faculty believes that the requirements for admission and graduation of the Master of Chinese Economic and Political Affairs will prove attractive to those whom we currently lose who want to transition into advanced graduate work.
Top 6 Industries by % Employment
SAIS Hopkins---Nanjing Center

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>13%</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>11%</td>
</tr>
<tr>
<td>U.S. Government</td>
<td>9%</td>
</tr>
<tr>
<td>Banking &amp; Finance</td>
<td>8%</td>
</tr>
<tr>
<td>International Business</td>
<td>6%</td>
</tr>
<tr>
<td>Defense &amp; Intelligence</td>
<td>5%</td>
</tr>
</tbody>
</table>

Percentage of Graduates, 2007---2011
Section 3.3: Importance to the Discipline

As previously noted, the 21st Century has been called the Pacific Century with China and the US at its center. Understanding China’s evolution, how its politics, economics, society, culture, military, and technological capacity have developed is more important than it has ever been. To do so requires a deep knowledge of China and faculty who can combine that with cutting edge methodological and analytic skills. And they must be willing and able to bring Chinese scholars, diplomats and societal actors to the table. Only under these circumstances can we understand how the century is likely to evolve and to be part of the discussion about the relationship between China and the world. In these things, IR/PS is state of the art.

Section 3.4: Importance to Society

The very motive of a professional school is engagement with society. The IR/PS curriculum on China is defined by social challenges—Chinese environmental and energy needs, the growth of public media, inequalities, technological advances and security, economic engagement outside the region, the rise of regional challengers—and the intent of the China program is to develop expertise among those who are most committed to becoming practitioners and policymakers. The graduates from IR/PS go into US government service, take jobs in NGOs, return to departments of government in their own countries, and work in the private sector in all capacities.

Section 3.5: Research Interests of the Faculty

The primary research interests of the IR/PS ladder rank faculty, even those who do not teach courses on China, are defined by the societal and political problems of the Asia-Pacific region: 4 work on public health, 3 on poverty and comparative aspects of health care provision, 5 on energy and the environment, 9 on economic and political development, 7 on innovation policy and its implications for global economics, our international relations faculty work on global poverty, famine, democratization, and the consequences of wars and insurgencies on civil society, and our international economists offer courses on migration, field experiments, and the regulation of economies. Nearly every course at IR/PS references China; every member of the faculty must have a working knowledge of Chinese affairs. It is from this broad offering that students in the Master of Chinese Economic and Political Affairs will draw their elective disciplinary courses.

Section 3.6: Differentiation of the Program

The proposed program will complement the existing master’s programs at UC Berkeley, UCLA, UC Santa Barbara, UC Riverside, and the PhD program at UC Irvine. As previously discussed, those programs more closely aligned with the traditional area studies model; the IR/PS masters assumes a background in China or Asian studies and then applies the hard skills of economics, political science, and policy analysis to research. IR/PS makes annual offers of admission to nearly 100 of the best young domestic and international China focused scholars and loses them
to our most elite competitor programs—SAIS at Johns Hopkins, SIPA at Columbia, Stanford, Georgetown and Oxford- because, they tell us, those universities offer a degree that allows a China specialization. A degree that focuses on contemporary Chinese economic and political affairs like the one proposed here will keep these candidates in the UC system.

4.0: Faculty

**IR/PS China Focused Faculty** (Letters of interest are attached in Appendix A. CVs are in a separate PDF attachment.)

*Tai Ming Cheung*, PhD, King’s College London- Dr. Cheung is an associate professor in residence at IR/PS, where he teaches courses on Asian security, Chinese security and technology. He is also the Director of the Institute on Global Conflict and Cooperation and leads the institute’s Study of Technology and Innovation, part of the US Defense Department’s Minerva Initiative on “The Evolving Relationship Between Technology and National Security in China.” Dr. Cheung is internationally recognized as an analyst of Chinese and East Asian defense and national security affairs, especially defense economic, industrial, science and technological issues.

*Ruixue Jia*, PhD, Stockholm University- Professor Jia’s research uses organizational and economic theory to understand the incentives of Chinese politicians for making policies that affecting growth, the environment, and workplace safety. In particular, she has written about how the incentives of politicians affect pollution and coalmine accidents. She is recognized as being particularly skilled in her use of historical documents and data to explain the reaction of peasants to environmental shocks.

*Barry J. Naughton*, PhD, Yale University- Dr. Naughton is an internationally recognized authority on the Chinese economy with an emphasis on issues relating to industry, trade, finance, and China’s transition to a market economy. Professor Naughton holds the Sokwanlok Chair in Chinese International Affairs.

*Victor Shih*, PhD, Harvard University- Professor Shih is an expert on Chinese economic reform, in particular on linkages between elite politicians and banking policies in China. He is currently at work on a study of how the coalition formation strategies of the founding leaders affected the evolution of the Chinese Communist Party.

*Susan L. Shirk*, PhD, Massachusetts Institute of Technology- Professor Shirk is the chair of the 21st Century China Program and Ho Miu Lam Professor of China and Pacific Relations. In addition, she served as Deputy Assistant Secretary of State in the Bureau of East Asia and Pacific Affairs, with particular responsibility for China, Taiwan, Hong Kong and Mongolia. She founded and continues to run the Northeast Asia Cooperation Dialogue and writes extensively on US-China relations, the political economy of Chinese development and economic opening, and, most recently, on Chinese media.
Junjie Zhang, PhD, Duke University- Professor Zhang is a professor of environmental economics, a Senior Advisor to the Asia Society, and his research on Chinese environmental and resource policies and politics has received several national and international awards. His current work focuses on how climate change affects fisheries’ production and models fishers’ behavioral adaptation to climate variation and its impact on policy making.

Affiliated China Focused Faculty with Appointments at IR/PS

Mikkal Herberg, PhD, UCLA – Dr. Herberg is a senior lecturer on international and Asian energy markets. In addition to teaching at IR/PS he writes and speaks extensively on Asian and global energy issues and has been called to testify before the US Senate Foreign Relations Committee, the US-China Economic and Security Commission, and the California Energy Commission. Professor Herberg is Research Director of the National Bureau of Asia Research.

Richard Madsen, PhD, Harvard University- Professor Madsen is a widely recognized scholar of China. He is the author of eleven books on Chinese culture, American culture and international relations. He is the director of the Council on East Asian Studies at UCSD and co-director of a Ford Foundation project on reviving the discipline of sociology in China.

Faculty Resources: The courses required for the proposed degree program are being taught by current members of the faculty. In a typical academic year, IR/PS offers ten China-centered courses. Students in the program will generally be expected to take at least six, and there will be options outside of IR/PS, particularly in History, Sociology, Economics, and Political Science. The required core courses are taught annually by IR/PS faculty as a component of the MPIA. The new degree will require the creation of only the two new capstone seminars. These are the only courses that will be program specific and exclusive.

The program will increase faculty work-load because these students will require additional individualized attention from China-related faculty in the research on, and writing of, their capstone projects. However, the China-related faculty members are enthusiastic about this program, and have expressed their strong desire to take on these responsibilities. Letters to this effect are attached in Appendix A.

In addition, IR/PS has also been given campus approval to hire ten faculty over the next three years. Three of these FTE are to be filled by hires to the new MPP curriculum. Others will be used to repair vacancies that are a consequence of retirements and retention failures. We are, however, hopeful that we will continue to attract the best scholars of China and East Asia, deepening an already impressive cohort.

The capstone courses will be taught off-load with faculty compensation covered per course by self-supporting fee revenue. Faculty teaching courses for the state-supported MPIA in which China masters students enroll will receive no extra compensation, however the China Program
will reimburse the cost of faculty salary based on an average cost per head of student enrolled. Please see the budget projection below. In addition, non-IR/PS departments in which China students enroll will be reimbursed on an average cost per head, as is currently done in support of our MAS-IA program.

Section 5: Courses

Current China Courses at IR/PS

IRGN 402: Rise of China: Security & Technology
IRGN 404: Chinese Politics
IRGN 405: US – China Relations
IRGN 461: Doing Business in China
IRGN 467: Chinese Environment and Energy Policy
IRGN 486: Economic and Social Development of China
IRGN 455: Financing the Chinese Economic Miracle
IRGN 490: Topics in China’s Development
IRGN 490: Chinese Media
IRGN 476: Chinese Sources on Politics and Economics

A full list of IR/PS and UCSD courses to be allowed toward the Master of Chinese Economic and Political Affairs is attached as Appendix B.

6.0: Resource Requirements

The initial submission of this proposal was for a state-supported, professional degree program with budget assumptions derived from the revenue and cost model of the MPIA at IR/PS. Graduate Council responded with two queries: 1) we were requested to consider an alternate, self-supporting degree program budget model; and, 2) to provide verification from Graduate Division that block grant funds would be extended to this program. When we received notification from the Dean of Graduate Division that block grant funding would not be allowed for the Master of Chinese Economic and Political Affairs program, budget analysis made clear that the new degree was not financially viable as a state-supported program given the generous aid we believe necessary to attract the best international and domestic students. We are now asking approval for a self-supporting degree program.

No new campus resources will be required to support this program. We will assume tuition in the first year of $33,000 per student, positioning the cost just above the total non-resident tuition and fees for the MPIA and MPP. A five year budget projection for the program follows below.
## Cost Analysis for Self Supporting Program

<table>
<thead>
<tr>
<th>Program: Master of Chinese Economic and Political Affairs</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year- average Enrollment</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Annual Fee Per Student</td>
<td>33,000</td>
<td>35,310</td>
<td>38,400</td>
<td>41,088</td>
<td>43,964</td>
</tr>
<tr>
<td><strong>Revenue Stream</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fee Revenue Generated</td>
<td>165,000</td>
<td>529,650</td>
<td>768,000</td>
<td>821,760</td>
<td>879,283</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LRF Salaries and Benefits</td>
<td>77,220</td>
<td>219,374</td>
<td>230,920</td>
<td>242,466</td>
<td>254,589</td>
</tr>
<tr>
<td>Staff Salary and Benefits</td>
<td>20,770</td>
<td>42,786</td>
<td>66,105</td>
<td>68,088</td>
<td>70,130</td>
</tr>
<tr>
<td>Programmatic Expenses</td>
<td>2,000</td>
<td>6,000</td>
<td>8,000</td>
<td>8,160</td>
<td>8,323</td>
</tr>
<tr>
<td>Facilities/Classroom Materials/Technology</td>
<td>3,000</td>
<td>9,000</td>
<td>12,000</td>
<td>12,240</td>
<td>12,485</td>
</tr>
<tr>
<td>General Operational Costs including staff travel</td>
<td>5,000</td>
<td>15,000</td>
<td>20,000</td>
<td>20,400</td>
<td>20,808</td>
</tr>
<tr>
<td>Financial Aid (30% of fees)</td>
<td>49,500</td>
<td>158,895</td>
<td>236,046</td>
<td>246,528</td>
<td>263,785</td>
</tr>
<tr>
<td>OGS Tax</td>
<td>3,050</td>
<td>5,150</td>
<td>6,200</td>
<td>6,200</td>
<td>6,200</td>
</tr>
<tr>
<td>Department OH</td>
<td>8,027</td>
<td>18,704</td>
<td>27,506</td>
<td>28,881</td>
<td>30,325</td>
</tr>
<tr>
<td>Campus ASSA Tax</td>
<td>15,200</td>
<td>15,200</td>
<td>15,200</td>
<td>15,00</td>
<td>15,200</td>
</tr>
<tr>
<td>UCOP Tax (.0162)</td>
<td>2,175</td>
<td>5,366</td>
<td>6,252</td>
<td>6,506</td>
<td>6,773</td>
</tr>
<tr>
<td>Total Costs</td>
<td>185,942</td>
<td>495,475</td>
<td>628,229</td>
<td>654,669</td>
<td>688,618</td>
</tr>
<tr>
<td>Contribution to Operations</td>
<td>(20,942)</td>
<td><strong>34,175</strong></td>
<td><strong>139,771</strong></td>
<td><strong>167,091</strong></td>
<td><strong>190,665</strong></td>
</tr>
</tbody>
</table>

We are projecting a first year loss as a consequence of a soft admissions roll-out. The short-fall will be covered by revenues from the IR/PS Executive Education program.
7.0: Graduate Student Support

As our budget suggests, we will allocate 30% of fees toward student aid. In addition, we hope to generate substantial additional fellowship awards from IR/PS donors with a particular interest in China research and education. We believe that attracting the top students interested in the study of China will require our ability to provide generous aid.

Section 8: Governance

The Master of Chinese Economic and Political Affairs will be offered by the Graduate School of International Relations and Pacific Studies. As a professional school with its own Dean, IR/PS reports directly to the Executive Vice Chancellor of Academic Affairs. The China masters will be administered in identical fashion to the MPIA.

Section 9: Changes in Senate Regulation

The Senate Regulation on the Master of Chinese Economic and Political Affairs should read:

The degree of Master of Chinese Economic and Political Affairs will be granted on the following conditions:

(A) The candidate shall have received the Bachelor’s degree; have fulfilled the requirements for admission to the Graduate Division and the Graduate School of International Relations and Pacific Studies; and shall meet any additional requirements that may be specified by the Admissions Committee of the Graduate School of International Relations and Pacific Studies.

(B) Admission will require demonstration of second year proficiency in Mandarin Chinese.

(C) The candidate shall have completed two years of resident graduate study (96 units) at the University of California, San Diego.

(D) In addition to the Core Requirements, the candidate must complete 24 units in required China centered courses; 24 units in a chosen area of concentration, 12 units of Sources and Methods courses, and 8 total units in a two-quarter Capstone Seminar.

(E) The candidate must maintain a 3.0 grade point average in all course work undertaken as a graduate student at the University of California.

(F) The program of each candidate shall be under the supervision of a faculty committee appointed by the Dean of the Graduate School of International Relations and Pacific Studies and the Dean of Graduate Studies.
Appendix A

Professor Susan Shirk  
Ho Miu Lam Professor of China and Pacific Relations  
Chair, 21st Century China Program  

March 7, 2014  

Dear Academic Senate:  

I am very excited about the proposed creation of the IR/PS Master in Chinese Economic and Political Affairs degree. Having taught Chinese politics at UCSD for almost 40 years (and served in government as the Deputy Assistant Secretary of State responsible for China policy 1997-2000), I believe that UCSD is uniquely capable of training professional China experts for government, business, research institutions, and educational institutions. And I look forward to teaching the students in the program. I teach US-China Relations as well as Chinese Politics.

IR/PS now has a stronger group of political scientists and economists focused on contemporary China than any other university program. On this foundation we have established the 21st Century China program to conduct rigorous empirical research on China and contribute to public policy debates about China and US-China relations. Fudan University established the first overseas research center of a Chinese university to be based at IR/PS and focused it not on American studies, but on Chinese studies – the Fudan-UC Center on Contemporary China. IR/PS at UCSD has become known as a leader in training students in Chinese studies.

What’s especially distinctive about our proposed program is that it will prepare professional China experts who combine deep knowledge of China, including its language, with cutting-edge analytical methods. Given the importance of China to the global economy and international security, there is a great demand for this kind of expertise.

Sincerely yours,

Susan L. Shirk
March 8, 2014

Dear Academic Senate:

I believe that the proposed creation of the IR/PS Master in Chinese Economic and Political Affairs degree has the potential to raise the quality and visibility of the IR/PS China program to a new and unprecedented level. UC San Diego is already well known for its individual China experts, but has so far lacked a high definition program to attract students interested in specialized training. I am extremely enthusiastic about the potential for this program.

For the twenty-five years I have taught at UCSD, I have enjoyed the unique interdisciplinary research environment and the rich sharing of expertise among China scholars in related disciplines. Today, IR/PS has a new group of young scholars such that, all together, UCSD has the arguably the strongest group of faculty working on contemporary China in the country. A new degree program will allow us to develop that environment, leverage the talents of the existing faculty, and reach out to a larger, nationwide constituency.

The key distinctive point of the program is the focus on China in the context of contemporary social science, and particularly with a practical but sophisticated program of training in data and analytics. In turn, combining this academic orientation with a much closer level of collaboration with Chinese universities creates a tremendous opportunity for a unique program that will have significant appeal to a new group of students.

I look forward to teaching the students in the program. I currently teach Social and Economic Development in China and Doing Business in China, and I look forward to sustaining those courses by continuing to teach myself; by sharing these courses with younger faculty; and if manpower resources permit, by creating new specialized courses.

Sincerely yours,

Barry Naughton,
So Kwanlok Professor
March 9, 2014

Dear Academic Senate:

The proposal to establish the Masters in Chinese Economic and Political Affairs degree by the School of International Relations/Pacific Studies (IR/PS) is a very exciting and timely opportunity to harness the first-class research and teaching capabilities that IR/PS has in conjunction with other China-related programs across UCSD departments and institutes and to offer a program that will attract considerable attention from well-qualified students from around the world. I fully support this program and hope to contribute to its success.

I have been at UCSD for the past 10 years and have had the opportunity to teach China-related graduate courses for much of this time. IR/PS has long had some of the academic world’s most renowned scholars, but the bench of expertise, quality, and exciting new talent has never been as strong as today. This proposed new degree will allow IR/PS to maximize the full potential of our growing faculty and position the school to be at the forefront of graduate teaching on China studies for the long-term.

Many other Western universities are undoubtedly also looking to develop their China programs and this proposed degree program allows IR/PS to be in vanguard rather than playing catch-up. But I believe that we only have a short window of opportunity to take the lead before we find ourselves getting left behind by peer competitors.

I look forward to be actively involved in making this proposed program a success through teaching and promoting the program as widely as possible.

Sincerely yours,

Tai Ming Cheung
Director and Associate Professor
UC Institute on Global Conflict and Cooperation
March 9, 2014

Dear Academic Senate:

I joined IR/PS as an assistant professor of economics last year. My research resolves around the political economy of development in China. I was attracted to IR/PS by its interdisciplinary research environment and by the 21st Century China program. I am very excited about the creation of the IR/PS Master in Chinese Economic and Political Affairs degree and believe that it will help attract high-quality students interested in China.

I taught Topics of China’s Development in the past fall, a new elective course aiming at providing an overview of the research frontier of China’s development and helping students find research topics. I look forward to teach such courses for the proposed program.

Sincerely yours,

Ruixue Jia
Assistant Professor, IR/PS
Dear Colleagues,

I write to endorse the Master in Chinese Economic and Political Affairs degree at the School of International Relations and Pacific Affairs. IRPS has always had exceptional strength in China across different disciplines. In recent years, IRPS acquired additional strength in China studies, which allows the School to offer a wide range of China related courses. Given China’s rising importance in the global economy and the strong student interest in careers and academic research in China, our core strength in China allows us to offer an additional degree that focuses on China. In addition to drawing more students to IRPS, this program would also raise the profile of UCSD and IRPS in general as one of the few universities in world that is offering a China-specific master program with such a wide course offering.

Sincerely,

Victor Shih

Associate Professor
March 10, 2014

Academic Senate

University of California, San Diego

Dear Academic Senate,

I have learned that the University of California, San Diego Graduate School of International Relations and Pacific Studies (IR/PS) has proposed a new kind of China-focused Master's degree. This degree strongly encourages students to do fieldwork in China as part of a second-year capstone project.

I view this as an exciting program that has the potential to encourage collaborative trans-national research and analysis. I look forward to working with the IR/PS group. We believe strongly that a collaborative framework can be established to facilitate fieldwork in China by UCSD graduate students. The School of Public Policy and Management at Tsinghua University would be happy to be part of such a framework.

I am pleased to support the proposed Master's in Contemporary Chinese Affairs at UCSD.

Sincerely yours,

[Signature]

Lan Xue, Dean and Professor,
School of Public Policy and Management,
Tsinghua University
xuelan@tsinghua.edu.cn
Beijing, CHINA
April 11, 2014

Letter of Support for Master of Contemporary Chinese Affairs in IR/PS UCSD

Dear Sirs/Madams,

My name is Yiru Zhou. I am the Vice President of China Operations for Qualcomm Technologies, Inc. I have been doing business with China representing multinational corporations for the past 21 years. In my field, I see a great need of a unique talent that combines deep understanding of Chinese politics and economics on one hand, and broad knowledge of relevant policy areas and quantitative methods on the other. I was very excited to learn that IR/PS is proposing to create a degree of Master of Contemporary Chinese Affairs and I am writing to express my support for a degree program.

Master of Contemporary Chinese Affairs is designed to train students in inter-disciplinary skills of economics, politics, applied policy and management. In my industry of wireless telecommunications, the need for such an inter-disciplinary skill set is enormous. The complexity of doing business in China comes from three areas: a transforming consumption behavior, a growing local competition and ambitious government agenda. In 1993, there were less than 1 million mobile phone users in China, today, there are 900 million. In 1993, 100% of the wireless communications infrastructure and terminal equipment was provided by international brands like Motorola and Ericsson, today, 75% of the equipment is provided by local Chinese brands like Huawei and ZTE. In 1993, the government goal was to set up manufacturing capabilities of assembling the equipment, today, the government agenda is to build a Chinese IPR portfolio that can rival that of the U.S. … The companies doing business in China are challenged to be an expert on Chinese economics and politics, in addition to offering the best value for Chinese consumers, and running their business most efficiently to compete with local players. These companies will find a good talent fit in the graduates of a degree in Master of Contemporary Chinese Affairs.

IR/PS has top faculty of China scholars in the nation and is well positioned to offer such a degree. I graduated from IR/PS in 1993. Although I came from China and have been extensively schooled before I came to IR/PS, I learned more about China, and how to analyze China, from my professors in IR/PS. The skills that IR/PS trained me have guided me through many critical decision making points throughout my career. For example, in year 2007, the
Chinese government shocked the industry by mandating the largest operator in China, China Mobile, to evolve its network to a Chinese homegrown technology called TD-SCDMA. This decision made no technical sense, and received great resistance from the international community. However, my training from IR/PS taught me that there was a higher purpose behind this decision, and that was, the Chinese government agenda has shifted from putting more cell phones in the hands of Chinese people, to enabling Chinese equipment vendors to take more market share in the domestic market, and preparing them to compete in the global market. This home-grown TD-SCDMA technology was a vehicle to give the domestic vendors an edge, in addition to being a good “practice” in building an IPR portfolio. However, this technology was not mature and it needed help from the multinationals and whoever embraced this technology early could have a better position in the future. Having come to this realization, I was able to convince the company management to invest products using this technology. This decision enabled the company to be present in a very important product line for its business in China. This is just one example of how my professors at IR/PS trained me think politics in a technical industry. The future students of Master of Contemporary Chinese Affairs will benefit from IR/PS China scholars like Susan Shirk and Barry Naughton like I have.

In conclusion, I see a great need for a degree that offers inter-disciplinary skill of Chinese economics, politics, applied policy and management. IR/PS China Focused Faculty makes it second to none to offer such a degree. Your approval of moving forward with such a program is greatly appreciated.

Sincerely,

Yiru Zhou
Vice President, China Operations
Qualcomm Technologies, Inc.
(858) 353-2756
yiruz@qti.qualcomm.com
April 13, 2014

Peter Cowhey,

Dean, School of International Relations and Pacific Studies
University of California, San Diego

Dear Dean Cowhey

Thank you very much for inviting me to assist in the review process for the IR/PS’s proposed two-year Master of Contemporary Chinese Affairs. I did not realize that such a proposal was in the works and find it very well thought-through to say nothing of timely and exciting. I have had contact with IR/PS since its founding and know all of the original China faculty quite well, both professionally and personally. I hold all of them in the highest regard and am confident that they can quickly bring this program into the top ranks of all other comparable programs.

In terms of the criteria you have set out:

I find the quality and rigor of the curriculum to be exceptionally high. Students will receive very solid training in quantitative methods useful in social science as well as policy work, while also mastering relevant disciplines at a high level. I am glad to see that the more traditional Area Studies component is central to the mission, not just an add-on, as well as the requirement of second-year Chinese for admission. (As the Executive Director of the Inter-University Program for Chinese Language Studies at Tsinghua University, let me extend an offer to collaborate in language training to an advanced level).

UCSD’s China-related IR/PS faculty is already of global quality and, with the appointment of Victor Shih (and I’m not sure what relationship you will have with Karl Gerth), you have demonstrated a solid commitment to ensure that it stays there. This sends a strong signal to all UC campuses with China programs, especially where some core faculty are nearing retirement.

IR/PS has adequate facilities and budget resources. Partnering with Fudan University has certainly boosted this, and I support further ties with institutions throughout Greater China, including Hong Kong, Taiwan, and Macao. I serve as the Berkeley representative to the Fudan-UC Center board and have been very positively impressed by UCSD’s leadership in this venture and what appears to be a fruitful working relationship with Fudan.
It seems that you have a large applicant pool but have lost many strong candidates to other programs. This new Masters track should prove an attraction, and adequate resources should be deployed to ensure that you successfully recruit your top candidates.

One of the things I have admired about UCSD’s China faculty (at least as seen from the outside) is their strong collegiality. The proposed program builds on this synergy.

IR/PS has lived up to the farsighted goals set out at its founding, in particular, taking a broader approach to U.S. - Pacific relations than just traditional military-focused security. I still find that the view from Washington remains quite narrow and siloed. The way you are proposing the new Masters continues to fight against this.

Let me know if I can be of further service in support of this venture.

Sincerely,

Thomas B. Gold
Professor of Sociology
U.C. Berkeley
April 12, 2014

Dear Members of the UCSD Academic Senate:

I write to endorse the creation of an MA program in Contemporary Chinese Affairs at the University of California, San Diego. UCSD has the talent on hand, the library and financial resources, and the reputation to make the program a great success. Student demand is high for knowledge about China’s political economy, and many programs (such as Berkeley’s Group in Asian Studies) allow for some attention to contemporary China, but not in the laser-like way this program would. The University of California produces many Ph.D recipients with an interest in China, but not nearly enough M.A. students who have the language skills, field work experience, and background in economics, politics, society and data analysis that careers outside the academy related to China call for. The interdisciplinary, but still tightly focused, nature of the program would draw top students to UCSD and allow the university to leverage its distinguished faculty in new ways, particularly at a time when Ph.D. enrollments are not on the rise and specialized courses on China at many peer institutions often don’t draw enough students to be scheduled regularly. The time is ripe and IR/PS is an ideal location to establish a program that has few direct competitors, but much unmet demand. Such a program would also be a real draw for superb young China faculty of the sort that UCSD has attracted recently and throughout IR/PS’s history.

Sincerely,

Kevin O’Brien
Director, Institute of East Asian Studies
Haas Professor of Asian Studies
UC-Berkeley
Dear Dr. Gilson,

Thank you for inviting me to review the proposal. I have read it and found it an outstanding and promising program of studies to be offered by your School. I agree with the proposal's assessment of the strengths of your faculty in China Studies, especially in Political Science and Economics. This MA degree's emphasis on these two disciplines, as well as its applied and policy orientation, make it a unique offering among those by other UC campuses and US universities. The requirement of a capstone project instead of the more conventional thesis is also appropriate and will appeal to students whose careers are in the professional rather than academic fields.

I am confident that this program will be a great success and will benefit many with interests in China Studies.

Sincerely,

Ching Kwan Lee

From: Nancy Gilson <ngilson@ucsd.edu>
Date: Monday, April 7, 2014 10:38 AM
To: Ching Kwan Lee <CKLee@soc.ucla.edu>
Subject: Request for Proposal Review-- IR/PS, UCSD

Dear Professor Lee,

I am writing to ask your assistance in the review process of a proposal from UCSD’s School of International Relations and Pacific Studies to establish a two-year Master of Contemporary Chinese Affairs at UC San Diego. As an expert in an affiliated field and associated with a master’s program in Asian or East Asian Studies, your evaluation and support would be particularly valuable. Attached are a letter from Dean Peter Cowhey, explaining in more detail our request, and a copy of the proposal.

It is our intention to submit the proposal to the UCSD Academic Senate on April 14th, so I respectfully request your response via email by April 13th.

If you have any questions or concerns, please do not hesitate to contact me.

Regards,

Dr Nancy Gilson
Director of Academic Degree Programs
School of International Relations and Pacific Studies
International Studies Program
Appendix B

List of China Scholars Recommended for Additional Letters

University of California Faculty

Professor You-tien Hsing
Pamela P. Fong Distinguished Chair in China Studies
545 McCone Hall
University of California, Berkeley
Berkeley, CA 94709-4741
510.642.3903
yshing@berkeley.edu

Professor Jeff Wasserstrom
Chancellor’s Professor, History
University of California, Irvine
300H Murray Krieger Hall #3275
Irvine, CA 92697
949.824.6521
jwassers@uci.edu

Professor James Tong
Director, Center for East Asian Studies
University of California, Los Angeles
3377 Bunche Hall
315 Portolla Plaza
Los Angeles, CA 90095
310.825.3464
jtong@polisci.ucla.edu

Non-UC Faculty

Professor Elizabeth Perry
Henry Rosovsky Professor of Government
Yenching Institute
2 Divinity Ave
Cambridge, MA 02138
617.496.4536
eperry@gov.harvard.edu

Professor Dwight Perkins
Burbank Professor of Political Economy
Littauer Center M-14
Cambridge, MA 02138
617.495.2110
Dwight_Perkins@harvard.edu
Professor Dali Yang  
Department of Political Science  
University of Chicago  
Pick Hall 422A  
5828 S. University Ave  
Chicago, IL 60637  
773.702.8054  
daliyang@uchicago.edu

Professor Andrew Walder  
Senior Fellow, Freeman Spogli Institute for International Studies  
Denise O’Leary and Kent Thiry Professor  
Shorenstein APARC  
Encina Hall E301  
Stanford University  
Stanford, CA 94305-6055  
650.723.4560  
walder@stanford.edu

Professor Jean Oi  
Senior Fellow, Freeman Spogli Institute for International Studies  
William Hass Professor of Chinese Studies  
Director of the China Program  
Department of Political Science  
Encina Hall West, Room 402  
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joi@stanford.edu
Appendix C

Master of Chinese Economic and Political Affairs Course Descriptions

School of International Relations and Pacific Studies (IR/PS) Course Descriptions

IRCO 400. Policy-Making Processes (4)
This course is designed to teach students how to “read” a country’s political and economic system. The course will examine how the evolution of different institutional frameworks in the countries of the Pacific region influences the way in which political choices are made.

IRCO 401. Managerial Economics (4)
Survey of basic tools in economics. Examination of how commodity demand is determined, what affects supply of the commodity, how price is determined, when optimal market allocation of resources and failure occur, and basic topics concerning the aggregate economy.

IRCO 403. International Economics (4)
The theory and mechanics of international economics. Included will be such topics as real trade theory, international movements of capital, the effects of trade and capital flows on domestic economies, and policies toward trade and foreign investment.

IRCO 410. International Politics and Security (4)
Development of analytic tools for understanding international relations with applications to contemporary problems such as the environment, nuclear proliferation, human rights, humanitarian interventions, and the roots of conflict and cooperation among countries.

IRCO 412. Globalization, the World System, and the Pacific (4)
This course examines globalization and other economic and political factors that shape the international relations of the Pacific Rim. Specific topics include financial market integration, state cooperation and intervention, and case studies of individual countries.

IRCO 415. Finance and Accounting for Policy Makers (4)
This course covers concepts and applications of accounting and finance necessary for policymakers in for-profit, nonprofit, and public sectors. The course content consists of three parts: (1) basic financial accounting and financial analysis, (2) the effect of time value of money on investment decisions, and (3) the effects of risk on financial decisions. No credit will be allowed for IRCO 415 if a student has taken IRCO 420 and/or IRCO 421.
Prerequisites: major codes IR76, IR77, IS32, IS33 or consent of instructor.

IRCO 453. Quantitative Methods I (4)
This course is designed to provide proficiency in quantitative methods that are used for optimization and decision making. The use of spreadsheets is applied to data analysis and problem solving. Statistical theory and regression analysis are introduced.

IRCO 454. Quantitative Methods II (4)
This course covers elements from statistics that are central to business decision-making under uncertainty. In particular, regression analysis and estimation will be applied to problems of forecasting and optimization.

IRCO 468. Evaluating Technological Innovation (4)
This capstone course is intended to provide a culminating intellectual experience for students at IRPS, particularly those in economics-oriented tracks. The purpose of the class is to learn how to analyze ‘what works’, integrating a technical understanding of innovation with rigorous statistical analysis. Students will be asked to choose a
technological innovation and pursue an in-depth analysis of it over the course of the quarter, where the ‘technology’ may be novel engineering (mobile phones, alternative energy), new product development (marketing, financial services, new contracting systems), or institutional innovations (new central bank policy, legal reforms). The course focuses on building both technical understanding and statistical tools for analysis.

**IRCO 470: Master of Chinese Economic and Political Affairs: Capstone I Research (4)**
Students will use this quarter to identify a research project or professional consultancy project, establish a research design and locate data and bibliographic sources.

**IRCO 471: Master of Chinese Economic and Political Affairs: Capstone II Project Development (4)**
Students will work closely with the faculty of record and an IR/PS faculty who specializes in the research area chosen for the capstone project. This required second quarter will be focused on writing, developing a presentation and presenting the work to either a real world client or a panel of faculty.

**IRGN 400. International Relations of Asia-Pacific (4)**
International relations and developing international political economies of nations bordering the Pacific. Topics include: the “Pacific Basin” concept; the U.S. and “hegemonic-stability” theory; legacies of the Korean War and Sino-Soviet dispute; immigration patterns and their consequences; and Japan’s foreign policy.

**IRGN 403. The Rise of China: Security and Technology (4)**
This course examines China's aspirations and historical efforts to become a world-class technological and military power. Of particular interest are the technological foundations of China's security relating to its military power and long-term economic and strategic competitiveness and sources of its technological innovation. Non-IR/PS graduate students may enroll with consent of instructor. Students may not receive credit for both IRGN 433 and IRGN 290 or 490 Special Topics course with the same course title.

**IRGN 404. Chinese Politics (4)**
This course will analyze post-1949 Chinese politics, including political institutions, the policy making process, and citizen political behavior. Special attention will be given to the prospects for political reform in China.

**IRGN 405. U.S.-China Relations (4)**
Can the United States and China manage to develop a constructive relationship or are they headed toward a hostile relationship? This course addresses this question by examining the domestic and international influences on the foreign policies of both countries and key issues in the bilateral relationship. Students also do policy projects.

**IRGN 408. Korean Security (4)**
This course will consider major security issues on the Korean peninsula, including the evolution of the US-South Korea alliance and the management of the current nuclear crisis. A distinctive feature of the course will be a consideration of the political economy of recent developments on the peninsula, particularly with respect to North Korea, and an extended discussion of the logic and strategy of engagement.

**IRGN 412. Comparative Development of the East Asian Economies (4)**
This course studies the economic development, current economic issues, and future prospects and challenges of East Asia, broadly defined as China, Japan, Korea, and Southeast Asia. The course focuses on the comparative development experience across the economies, regional economic integration, and economic interactions among the economies in the region. Prerequisites: major codes IR76, IR77, IS32, IS33 or consent of instructor.

**IRGN 416. Postwar Politics in Japan (4)**
Overview of postwar politics in Japan, including American Occupation reforms, political institutions, major political factors, mass and elite, and political behavior. Special attention will be paid to the issue of Japan’s changing democracy.
IRGN 426. Doing Business in the Pacific Rim (4)
This case-based course examines the complexities and challenges of doing business in selected Pacific Rim countries. Each week focuses on a particular case in a specific country. Reading will be decision-oriented and focused on corporate strategy. Students will be required to reach a conclusion and recommend a course of action as an active decision-maker in the case.

IRGN 442. Foundations of Strategic Studies (4)
This course surveys the major contours of intellectual debates and conceptual frameworks that structure the field of international security studies. It introduces students to important strategic thinkers in order to analyze issues in the use of force. Topics include the development of strategic thought, theories on the course of war, the organizational and political nature of militaries, assessment of military effectiveness, and the peculiar problems of nuclear and unconventional warfare.

IRGN 446. Applied Data Analysis and Statistical Decision Making (QMIII) (4)
The goal of the course is to teach how to evaluate quantitative information in business and economics contexts, and to make sound managerial decisions in complex situations. Much of the problems and the course work will involve statistical software and spreadsheet analysis of data. The course covers various applied multivariate statistical methods beyond basics.

IRGN 452. Big Data Analytics (4)
Very large data sets are now available for business, public policy, and science, but extracting knowledge from them requires a novel mixture of computer science and statistics. This course will use tools and case studies to illustrate the promise of and challenges of analyzing big data sets. Emphasis will be on solving problems rather than testing hypotheses.

IRGN 453. Sustainable Development (4)
The course will cover the concept of sustainable development, ways in which sustainable development can be measured, evaluation of environmental damages and benefits, and the role of discounting, and will analyze cases demonstrating failure of the market.

IRGN 455. Financing the Chinese Miracle (4)
A key ingredient of the Chinese growth miracle in the past three decades has been the availability of a large amount of domestic financing. Similar to classical models of financial repression, Chinese state banks channeled private savings into strategic investment projects. Financial repression also allowed China to accelerate industrialization and to smooth out growth cycles. This course investigates the institutional and political underpinnings of financial deepening and financial repression in China.

IRGN 458. International Environmental Policy and Politics (4)
This course analyzes multilateral environmental agreements and negotiating positions of key countries on climate change, biodiversity conservation, sustainable development, and other subjects. It explores the challenges countries face to balance economic development objectives with global environmental concerns.

IRGN 461. Doing Business in China (4)
This course describes the Chinese commercial, organizational, and cultural environment. Case studies of foreign businesses in China are examined, and the opportunities and pitfalls of operation in China are considered. Negotiation with Chinese counterparts is covered through a negotiation exercise. The focus is on mainland China, but some attention is given to business in Hong Kong and Taiwan as well. Students are required to prepare business plans for proposed Chinese ventures.

IRGN 467. Chinese Environmental and Energy Policy (4)
This course will focus on three dimensions of Chinese environmental and energy policy. First, we will introduce the causes and consequences of environmental and energy problems. Second, we will examine Chinese environmental
and energy governance: institutions, laws, and regulations for environmental protection, energy production and consumption. Third, we will explore the practices of the Chinese government to address the emerging environmental and energy options, focusing on climate change. Non-IR/PS students may enroll with consent of instructor.

IRGN 469. Comparative Grand Strategy & Defense Policy (4)
This course surveys theoretical explanations for why states choose the strategies they do and how they implement their diplomatic and military policies in order to carry out those strategies. Different explanatory factors are found in the international system, domestic politics, and the political-economy of military power, and they can interact in surprising ways. These general theories are examined through comparative analysis of the great WW II powers, and the contemporary strategic debate.

IRGN 473. Political Economy of Energy in Asia (4)
This course examines the political economy of energy in Asia across a number of key themes, including the interaction between the economics and politics of energy markets, the search for energy security through cooperation and competition, the challenges of managing difficult energy policy choices and trade-offs, and the challenges of sustainable energy development. Emphasis will be placed on the oil industry and its pivotal role in global energy use, pricing, and geopolitics. Non-IR/PS graduate students may enroll with consent of instructor. Students may not receive credit for both IRGN 473 and IRGN 290 or 490 Special Topics course with the same course title.

IRGN 476. Chinese Sources and Methods (4)
This course involves intense engagement with original Chinese sources as a way to explore the evolution of the Chinese Communist Party and the contemporary Chinese economy. Students will be exposed to government, media and statistical sources.

IRGN 478. Japanese Foreign Policy (4)
Examines the domestic and strategic sources of Japan’s foreign policy in the postwar era. Unlike IRGN 460, this course emphasizes Japan’s foreign economic policy in regional and global multilateral organizations, and the major security issues it confronts with its Asian neighbors.

IRGN 481. The Political Economy of Authoritarian Regimes (4)
Are authoritarian regimes fundamentally different from democratic ones? If so, how are they different and what are the political and economic implications of such differences? This course will explore the different logics of authoritarian politics, followed by an investigation of the growth and inequality implications of those politics.

IRGN 486. Economic and Social Development of China (4)
This course examines China’s development experience from a generally economic standpoint. Contents include: patterns of traditional Chinese society and economy; geography and resource constraints, impact of the West and Japan; development since 1949 and contemporary problems and options.

IRGN 490 Special Topics: Topics of China’s Development (4)
Why has China been growing so fast in the past few decades? Does the authoritarianism select competent leaders? How do firms and households behave in such a quasi-market economy? Is the growth sustainable? This course is designed to investigate these questions. The topics are organized along the behavior of governments, firms and households. In these topics, we will also analyze major policies such as family planning.