

**Master's Program in Contemporary Development of China**  
**The School of Social Development and Public Policy**  
**Beijing Normal University**

*To be launched in September 2011*

**About the Program**

For many developing nations, poverty, stagnation, poor governance and similar issues have constantly made their development goals unattainable. While the study and research of these issues have gained prominence worldwide in the last decades, most attention has been given to the means of achieving economic growth while overlooking the means to achieve social development. However, many social correlates of economic development – lack of a social safety net, missing care systems for orphans and the disabled, and inadequacies in the development of education and public health – have plagued many developing economies today and will further delay the development of other late developers in the future.

The Master's Program in Contemporary Development of China at Beijing Normal University (BNU) aims at fulfilling the educational goal of training future policymakers, scholars, and practitioners of social development and public policy. The program is run by the BNU's School of Social Development and Public Policy (SSDPP), a top social policy school in China, and supported by the International Poverty Reduction Center in China (IPRCC), an internationally well-known center of development studies.

The program is concerned with exploring development practices from a global comparative perspective while looking at the specific development experience of China *through a historical and analytical lens*. Combining textbook theories and field practice into a coherent training whole, the program aims at developing the theoretical frameworks of students, broadening their analytical powers, and enhancing their practical skills.

The program is committed to an interdisciplinary approach to development studies and draws upon teaching and research from a wide range of disciplines, including sociology, political science, economics, geography and public policy. While covering a broad range of development subjects, the program puts special focus on the making and reforming of social policies regarding social welfare, public health, risk and emergency management, education, child development, migration, sustainable development, and similar areas of public policy. The courses introduce the Chinese experience within an international context and train students to tailor the global experience to the particular situation in their own nations.

The program is designed for those who have professional development work experience and wish to reflect on that experience through an intellectually challenging curriculum, but it will also serve well-trained students who have an undergraduate degree, usually in social sciences, and wish to broaden and deepen their knowledge of contemporary development thinking and strengthen their practical skills. On average, 30 students are admitted to the program each year.

All courses are taught in English by top Chinese and foreign scholars of development studies, and by high-level Chinese policymakers in their relevant fields. The program combines classroom lectures with field visits and internships in order to help students apply classroom knowledge to a real world environment. Based in Beijing, the nerve center of the largest developing nation in the world, and well known for its rigorous and high-caliber education, BNU is one of the best places for students interested in studying international development and the Chinese practice thereof.

## Curriculum

The Master's Program in Contemporary Development of China is 18-months long (three semesters) and requires full-time enrollment. Students are required to complete 26 credits of coursework and 6 credits of thesis-writing. In addition to 6 core courses, which all students are required to take and which amount to 3 credits each, students need to take 4 other elective courses, amounting to 2 credits each. In the case where a student fails a core course, the course has to be retaken and passed in order for the student to graduate. Any course for which less than three students register will be taught by a professor through "Directed Readings" and students may pursue independent studies under the direction of a professor.

There is no language prerequisite for this degree program (except for fluency in English, the medium of instruction), but language courses at different levels are available for students to choose at BNU. In particular, Chinese courses for foreigners are available. Note that credits in language courses are not counted toward the degree requirements. The full course plan is below.

*\*All core courses are 3 credits each, and all elective courses are 2 credits each.*

### 1<sup>st</sup> Semester (All core courses)

- ✧ Development Theories
- ✧ Development Economics
- ✧ Introduction to Contemporary Development of China
- ✧ Research Methodology

### 2<sup>nd</sup> Semester (The first two are core courses; the rest are elective courses)

- ✧ Case Studies of Development (core course)
- ✧ Public Policy in China (core course)
  
- ✧ Poverty Reduction: Theories and Practice
- ✧ Practicum: Issues in International Development
- ✧ Gender, Marriage and Family in China
- ✧ Migration and Social Transition in China
- ✧ Civil Society in China
- ✧ Chinese Rural Governance

### 3<sup>rd</sup> Semester (All elective courses)

- ✧ Social Welfare and Social Protection in China
- ✧ Issues in Public Health in China
- ✧ Risk and Emergency Management in China

- ✧ China's Education Reforms
- ✧ Environment and Sustainable Development in China
- ✧ Leaning Across Borders: Aligning Policy and Practice with Development Goals and Values
- ✧ Internship

### Thesis

Successful completion of a 40-60 page Master's thesis is required. Students choose a Master's thesis committee by the beginning of the second semester, and under the direction of the chair and committee members, must defend their thesis proposal by the end of the second semester. The final thesis defense is required for the completion of the 6 credit hours of thesis-writing and must be finished by January 15 of the third semester. The credits for the proposal defense and the final thesis defense are 2 and 4, respectively.

### Internship

Due to the practical nature of this program, we truly believe that the coursework will be most productive if combined with substantive field experience. One of the advantages of coming to China to study development is that students can observe how development is practiced on a daily basis. Due to the School's broad connections with governmental and non-governmental organizations working on development issues in China, students will receive assistance in arranging a short-term internship during their degree program.

Students may take the internship course once only for the duration of the program and will receive 2 credits toward the coursework requirement. Internships in the summer between the second and third semester can be registered for credit in the third semester. At the end of the internship, students are required to submit a 10-page work report as well as an evaluation letter from the internship supervisor.

## **Prospective Students**

### Requirements

- ✧ Bachelor's Degree in a social science or a relevant field
- ✧ Excellent command of English
- ✧ Work experience in development fields preferable

### Tuition and Fees

- ✧ Tuition: RMB 75,000 for the entire program (18 months)
- ✧ Living expenses in Beijing
  - On-campus lodging: RMB 1, 200 ~ 2,700 / month
  - Other expenses: RMB 1, 500 / month on average
- ✧ Health Insurance: RMB 600 / year

### Scholarship

- ✧ Scholarships are available and merit-based. For details regarding scholarship application, please visit [http://www.bnulxsh.com/jiangxuejin/09future\\_en.htm](http://www.bnulxsh.com/jiangxuejin/09future_en.htm)

### Application Documents

*For detailed application procedure and documents, please visit*  
<http://www.bnulxsh.com/english/index.htm>

- ✧ Application Form (Please apply online at <http://www.bnulxsh.com/apply> and print out the application form; glue your photo onto the Form)
- ✧ Application Fee: RMB 600 (non-refundable)
- ✧ C.V.
- ✧ Application Letter (800 words or less)
- ✧ Original copy of all transcripts and notarized copy of diplomas (college and above)  
*If not in English, please provide a translated and notarized copy.*
- ✧ Two recommendation letters (One from employer if currently employed)
- ✧ For non-native English speakers, notarized proof of English level (TOEFL, IELTS, or equivalent tests available in your country)
- ✧ Writing sample (preferably on a development topic)
- ✧ Two 2-inch photos from the last 6 months (no hats, glasses or other obstructions to a full head shot allowed)
- ✧ Copy of the photo page of your valid personal passport

The documents above should all be prepared in English and mailed to the address below by **June 15, 2011**.

Office of International Students & Scholars' Affairs  
Beijing Normal University  
19 Xijiekou Wai St.  
Beijing, China 100875

#### Review Process

Applications will be reviewed on a rolling basis. Members of the SSDPP's Committee of International Degree Programs will carefully review and rank all the applications based on their qualifications. The final decision is voted on and passed by all committee members.

#### Notification Date

As we review applications on a rolling basis, we will notify applicants of our decision as soon as the review process is complete. Thus, although applications are accepted until June 15, we encourage prospective students to submit their applications as early as possible. The final decision will be sent to the applicants both by mail and through email. In the case that the final enrollment is below 10, the program is subject to cancellation by BNU four weeks in advance, with no further liability accepted.

#### **Contact Information**

All other inquiries should be submitted to

Office of International Students & Scholars' Affairs  
Email. [isp@bnu.edu.cn](mailto:isp@bnu.edu.cn) , [zhaosheng@bnu.edu.cn](mailto:zhaosheng@bnu.edu.cn)  
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## **About the School**

Beijing Normal University (BNU) is one of China's leading universities, with a history of more than 100 years. It has over 20,000 students, including 2,000 international students from more than 30 countries. The School of Social Development and Public Policy (SSDPP) was originally founded in 1999 as a BNU research institute and officially became a School in September 2008. It was established in response to the great need for social research and public policy in contemporary China, and experienced ten years of development with our focus equally on research, education and practice. It is now an empirical research-based, interdisciplinary institution, integrating faculty members from a variety of academic backgrounds such as economics, political science, sociology, management, education, psychology, anthropology, geography, statistics, medicine, and public health, and has been a leading national center for training researchers and creators of public policy.

The goal of the School is to provide solutions for the problems threatening the livelihood of the people through intervention-oriented policy research. It constantly pursues collaboration with the public sector and international agencies, as well as encouraging academic exchange with both domestic and international institutions. It currently has 30 faculty members, many of whom received their doctoral degrees from internationally prestigious institutions, such as Harvard, Berkeley, Yale, and others. All our faculty devote themselves to increasing both our understanding of the process of development, and our capacity to tackle its challenges.

The School can grant doctoral degrees in three majors – Social Security, Social Medicine, Public Health Management and NGO Management, as well as offering Master's degrees in four majors – the above mentioned three and Social Policy. We adhere to a student-oriented pedagogy, and encourage many different strategies and innovations in order to provide better education. The students receive rigorous training in both qualitative and quantitative research methods as well as theory.

SSDPP is a youthful and internationally-oriented organization; it is full of energy, talent, vision, and creativity. It is producing cutting-edge scholarship and facilitating academic exchange and collaboration globally. The School is now ranked as one of China's first-rate organizations and aims to be among the world's best in the future, and it is also providing to be a powerful magnet gathering scholars together to produce and disseminate knowledge, to educate and enlighten students, to share research projects and passions, to think about the future of our nation and that of the mankind, and to inspire innovation.

## **About the IPRCC**

The International Poverty Reduction Center in China (IPRCC) is an international anti-poverty organization jointly initiated and established in June 2005 by the government of the People's Republic of China and the United Nations Development Programme and other international organizations. The mission of the IPRCC is to make contributions to poverty reduction in the world through the promotion of policy research, international experience sharing and South-South Cooperation in the field of poverty reduction and development. As an international platform in the field of poverty reduction & development and an important channel for the Chinese

Government to carry out South-South cooperation, the IPRCC provides four aspects of service to the developing world and related agencies as outlined below, 1) conduct researches under the subject of poverty reduction and development, and to abstract and sum up the poverty reduction experience of China and other developing countries; 2) provide trainings in this field for practitioners all over the world; 3) carry out exchanges in various forms, such as hosting conferences, forums and seminars, etc.; 4) conduct poverty reduction project cooperation with other developing countries. Ever since 2005, the IPRCC has proceeded with a series of research projects which have resulted in quite a few accomplishments, for instance, A Comparative Study of Poverty Reduction in China and Africa, The Course of Poverty Reduction in China, etc. So far, 534 middle-and-high-ranking officials from 83 countries have participated in the research seminars and training workshops held by the center. The IPRCC has also hosted a series of high level forums, such as the October 17<sup>th</sup> International Day for the Eradication of Poverty and Social Development Forum, The Experience-Sharing Program on Development Between China and Africa (ministerial level) etc., while at the same time maintaining cooperation in various forms with all kinds of international organizations and more than a dozen countries.

## **Sample Course Description**

### **Development Theories**

This course introduces students to various development theories with the goal of explaining what development is, how it happens (or why it does not happen), and who benefits. “Development” is a concept widely used in academic and policy discourse, but the necessary social processes that are actually involved in the process of change that we call development are only partly understood, and certainly there is no consensus on their nature and causes. Some approaches, like Modernization Theory argue that development is an ordered structural transition and every society eventually follows a similar path of socioeconomic development. Other approaches, such as the various post-development theories, contend that development is only a euphemistic way of interpreting the power and production relations between the North and the South. In order to understand these academic polemics and political controversies, the course will cover some major development theories, including Modernization Theory, Dependency Theory, World Systems Theory, Feminism and Sustainable Development Theory, combined with critical analyses of selected real-world cases.

### **Development Economics**

This course studies the economic transformation of low-income countries. The major objectives of the course are to: (1) understand the economic development of the developing countries of Asia, Africa, Latin America, and Eastern and Central Europe; (2) analyze the economic problems of developing countries, especially problems related to slow growth, stagnation, high poverty rates, high income inequality, and chronic external crises; and (3) discuss strategies for accelerating growth, attaining sustainable development, reducing poverty and income inequality, and decreasing external imbalances.

### **Introduction to Contemporary Development of China**

This course uses development theories to analyze China’s development history, path and model. It helps students gain a better understanding of China’s development and cultivates their ability to identify and analyze China’s real problems. The topics of the

course include: how China's development interacts with global changes; how China's development is affected by population, resources, environment, institutions and cultural factors, and how China's development has changed these factors; and how China's development model has evolved, how the Chinese model compares with the Western experience, and what it implies for development theories.

### **Research Methodology**

This course will give students familiarity with the common research methods social scientists use to conduct research. Both quantitative and qualitative research methods will be covered, and experimental and historical/comparative research methods will be mentioned. Four themes will be explored: 1) the basics of solid research design, 2) the various advantages and disadvantages of each method, 3) when the use of a method is appropriate or inappropriate for the research question, and 4) how to evaluate researchers' claims on the basis of the evidence they present. These themes will be explored by reading examples and conducting exercises designed to give students hands-on experience in each of the methods.

### **Case Studies of Development Issues**

Being the largest developing nation in the world, China needs to effectively respond to all kinds of problems emerging throughout its transition period. This course comes from an international comparative perspective to analyze the core development issues through case studies of China's experience. Course topics include the following: first, the complexity and velocity of development issues, critical concepts related to development, the actors involved, target areas, and difficulties faced; second, the sustainable development of economy, society, environment and culture; third, how to balance the goals of efficiency, equity, and democracy during the process of development through policymaking and implementation; fourth, the current situation of Chinese development and the theoretical models used to analyze it. The course uses case studies, field visits, and guest lecturers to help students comprehend the knowledge framework of development studies and cultivate the students' analytic capabilities.

### **Public Policy in China**

This course primarily introduces the field of public policy development and change since the reforms and opening up of China, focusing on the process of Chinese economic reform and introducing the development of urban and rural social security systems, specifically including urban social pension insurance, medical insurance, unemployment insurance, worker injury compensation insurance and social assistance, and rural new rural pension insurance, the new cooperative medical care system, the Five Guarantee support system, anti-poverty policy in rural areas, the rural minimum living standard social security system, the medical aid system, and new rural construction policy process and implementation status. The purpose of this course is to provide students with an understanding and grasp of the general content of China's public and social policy, especially an understanding of the interaction between public and economic policy and social development in the specific social context of China.

### **Practicum: Issues in International Development**

This course will give students access to working development professionals from around the world that will bring their expertise into the classroom to provide a glimpse into the current theory and practice in international development. Each

session will feature a talk by a seasoned practitioner from government, an NGO, or a private-sector organization, followed by an open dialogue with students. Dimensions of development to be explored will include environment, gender, education, public health, urbanization, and sustainability.

### **Gender, Marriage and Family in China**

Love, marriage and family are the most intimate parts of human life. One cannot fully understand Chinese society without having carefully examined the intimate life of the Chinese people. This course walks the students through the history and current state of gender, sexuality, marriage and family in China. In this process, we will come across a variety of social theories that concern the relationship between sexuality and reproduction, the marriage system, and the social construction of family. We will also bring in empirical cases to explore important topics including mate selection, heterosexuality and homosexuality, courtship and pre-marital sex, extra-marital affairs and divorce, the constitution of masculinities and femininities, division of labor in the family, parenting practices and violence in intimate relationships. By the end of the semester, students are expected to gain a good knowledge of and the ability to think critically about love, marriage and family issues in contemporary China.

### **Migration and Social Transition in China**

Since the reforms and opening thirty years ago, China has experienced the largest population migrations in human history, and in so doing has transformed from a settled society to a mobile society. Population migration has had a deep effect on every aspect of Chinese social life; to understand contemporary China, one must understand Chinese population migration. This course introduces the basic conditions of Chinese domestic migration, their similarities to and differences from world population migrations, the Chinese *hukou* system and its reforms, migration with respect to China's education and labor systems, social stratification, social management, regional development and other aspects of attendant changes, social problems associated with population migration, and remaining challenges

### **Civil Society in China**

Civil society in contemporary China is growing rapidly, and the government and the marketplace play important, irreplaceable roles in the development and governance of many areas of public affairs. This course aims to introduce students to civil society in China (especially various kinds of non-governmental organizations) in poverty elimination, sustainable livelihood promotion, environmental protection, relief of the disadvantaged, rural development, and development of grass-roots governance areas. The course will also use a "state-marketplace-civil society" analysis perspective to explore the interactions and possible cooperative mechanisms between these three factors. The course will analyze Chinese civil society organizations in many areas of development and governance practices, roles, influences and limitations. The course will employ reading and discussion of literature, case discussion, field visits, experts' sharing of information and other teaching methods to achieve the course objectives.

### **Chinese Rural Governance**

Rural development of China is determined by the quality of rural governance, which is related to development in many other areas covered by the courses of this program. This course introduces students to the main theories of governance and Chinese practices in providing better governance in rural areas. It first covers the political



factors including central-local relations, local bureaucratic management and political participation. Then it examines the issues of governance from the perspective of the economic development model of China, and the influence of urbanization and globalization. Finally, the course seeks to explore the impacts of social values and organizations on rural governance such as rural cultural traditions, family clans and lineages, and religious groups. Through readings and lectures, students will better understand the political, economic and social dynamics of rural public goods provision, poverty reduction, building local political trust, incorporating the support of nongovernmental actors, and other issues of rural governance. Occasional guest lectures and field trips may also be used to help students broaden their insights into the issues in focus.

### **Issues in Public Health in China**

This course will provide a critical review of China's major health issues. Specifically, we will discuss 1) profiles of chronic diseases and newly emerged infectious diseases as well as the social, behavioral and environmental risk factors contributing to these diseases; 2) main characteristics of health systems, healthcare provision and financing, and health reform initiatives; and 3) the need for the improvement of health education and health promotion. Throughout the discussions, the issues of health equity will be addressed and critically assessed from a public policy perspective. The course will be conducted through lectures, class discussions and case studies.

### **Social Welfare and Social Protection in China**

The course is aimed at providing students with an in-depth understanding of the background, process, and conceptual framework of China's social welfare and social protection development over the past 30 years of economic reform. It describes the transformation of the welfare systems, the financing mechanisms and institutions from a planned economy to a market economy and the relationship between economic growth and social welfare and social protection development.

More specifically, this course will describe the trajectories of the changing social welfare and social programs (program design, financing, coverage, institutions) such as:

- poverty and rural development
- labor-market policies and programs,
- social insurance
- social assistance and social welfare
- micro- and area-based schemes,
- child protection
- social development including health, education, public goods and services

As China becomes a middle-income country, with a rapidly aging population, with massive labour mobility and dynamic urbanization, and with increasing inequalities on all sides, the challenge for China's policy-makers is to maintain growth, reduce income gaps, increase domestic consumption, and provide welfare benefits to people who are unable to access, for one reason or another, the available socio-economic welfare system. This course will discuss these challenges that the current social welfare and social protection system is facing, such as migration, urbanization, globalization and marketization. It will also discuss the potential role of civil society organizations in social welfare and social protection delivery.

The course will primarily build on empirical research and case studies that the SSDPP faculty have conducted in this area, and adopt a mix of learning methods, including lectures, invited speakers, group discussions, and field visits.

### **Risk and Emergency Management in China**

Crises have always inflicted heavy costs on human lives, organizations and governments. The management of crisis is an essential and inevitable feature of human and organizational lives, and is also an imperative function for modern public management.

Emergency management has been a common practice of human and organizational life throughout history. In the new millennium, most major crises and emergencies are no longer national and local concerns; they have global impact and require global attention. The typical case in China is the nation's response to the SARS crisis in 2003, since which, China has started to build an integrated Emergency Management System across the whole nation. Under such circumstances, on the base of providing original materials on diverse issues and aspects of emergency management, the purpose of this course is to present students with knowledge of emergency management, disaster risk mitigation or prevention, various kinds of emergency situations, relevant public policies, and more (especially in China). A wide range of issues, cases, and theories will be found in this course. Presentations include theoretical, practical, empirical, and historical treatments. Levels of analysis include both macro and micro, covering a wide spectrum of discussions that address emergencies in both a broad theoretical context in terms of their practical applications both in China and around the globe.

### **Leaning Across Borders: Aligning Policy and Practice with Development Goals and Values**

This is an inter-university course that brings students from universities in Asia, Latin America, Africa and North America to an online meeting room to discuss issues of development in a live broadcast format. The course begins with the recognition that the practice and policies of development are often alienated from the goals and values of development. As a result, development often goes against the interests of beneficiaries. By recognizing this gap and clarifying the concepts, values and goals of development, students are encouraged to focus on the study of development cases and identify means of bridging the gap and furthering the alignment of development practice and policies with development goals and values. The course is coordinated by the Heller School of Social Policy and Management at Brandeis University and participated in by students from Beijing Normal University and universities in the Philippines, Uganda, etc. The idea of meeting online is to enable students of different backgrounds to share their experiences and opinions and at the same time broaden each other's horizons on development values and practices.

## **Biography**

### **ZHANG Xiulan**

Dr. Zhang Xiulan is Professor and Dean of the School of Social Development and Public Policy (SSDPP), Beijing Normal University, where she teaches public organizational theories, public finance, social problems and social policy in China, as well as research methods. Currently she is the national leading expert in social assistance; is a member of the Academic Advisory Committee of the Ministry of Civil Affairs, and a member of the Academic Advisory Committee of the National Aging Association; is the vice-president of the China Association of Social Welfare and the vice-president of the National Social Policy Association in China. She is on the Expert Committee of the State Council Urban Resident Health Insurance Evaluation Commission, China, and the Disaster Reduction Expert Council of China.

Dr. Zhang is on the Editorial Board of the Journal of Effective Development and on the editorial board of several journals in social policy and public administration in China. She is a board member of the Institute of Development Studies at Sussex University, UK, and is on the Global Agenda Council on Employment and Social Protection, the Global Economic Forum.

In the past five years, she has published more than 60 academic papers, has made 23 presentations at national and international conferences, and has written more than 28 research reports for the Chinese government and to major Foundations. She has also conducted more than 20 research projects in the areas of education, social protection, the social safety net, social welfare, community participation, urban and rural medical aid programs, long term care, poverty and illness, early child care and education, health care and housing issues of migrant populations, child protection and child poverty, etc. Her papers have appeared in Public Health Report, Health Care Financing Review, Journal of Community Health, Social Sciences in China, Xinhua Digest and others. She has consulted for the Ministry of Civil Affairs, the World Bank, the Asian Development Bank, UNICEF, DFID, the Ford Foundation, the Department of Justice of US government, and other agencies.

Dr. Zhang obtained her Ph.D. in social welfare from the University of California, Berkeley, in the USA.

### **HU Xiaojiang**

Dr. Hu Xiaojiang is Professor and Vice Dean of SSDPP. She teaches research methods, sociological theories, social development, and migration in China. She has published in The China Journal, The Lancet, etc. and reviews for many international journals on health. She is specialized in sociology of migration. Her current research interest is on migration and health. She received her PhD of sociology from Harvard University.

### **HUANG Chengwei**

Dr. Huang Chengwei is the deputy director general of the International Poverty Reduction Center in China (IPRCC). He has expertise in the fields of global poverty and anti-poverty and China's poverty reduction theories and policies; practices and models of large scale poverty reduction program management funded by foreign capital; theories and practices of international poverty reduction and development cooperation. He serves as consultant to various government authorities, international

organizations and NGOs. He is a project manager for over 10 international cooperation research programs funded by WB/UNDP. Huang has published over 60 journal articles and over 30 publications including *Frontiers for Poverty Reduction Practices in the New Era*, and *Financial Crisis and Poverty Reduction: Analysis on China's Economic Stimulus Package and its Poverty Impacts*. He is also adjunct professor at Huazhong Normal University, University of International Business and Economics, and Southwest University for Nationalities.

Dr. Huang obtained his Ph.D. from the Institute of Geographic Sciences and Natural Resources, Chinese Academy of Sciences.

### **JIN Chenggang**

One of the leading experts in impact evaluation and economic evaluation, Dr. Jin Chenggang conducts research on impact evaluations of HIV/AIDS control projects, reform of community health care (Primary Health Care), Chronic disease control projects, irrational use of medicine, hospital behavior, etc. Dr. Jin is a professor in health economics and epidemiology at SSDPP, a committee member of the China Association Community Health Academy, and an expert of the China Institute of Health Economics. Dr. Jin's latest work focuses on the evaluation of infectious disease control by using Markov Chain Monte Carlo Simulation to study "dependent occurrence" and cost-effectiveness evaluation, and selection bias of project impact evaluation. Prior to his research, Dr. Jin was manager and deputy director of a health project financed by the World Bank for 13 years, and managed each stage of project cycle and accumulated a lot of experience in effective intervention project design and evaluation. Dr. Jin holds a Ph.D. from Beijing Normal University, a Master of Public Health from the University of New South Wales, and bachelor degree of Medicine from Tongjin Medical University.

### **Robin J. LEWIS**

Professor Robin Lewis came to SSDPP in 2009 after a long career as Associate Dean at the Columbia University School of International and Public Affairs (SIPA), the largest graduate global public policy program in the US. He held this position from 1985 to 2007, during which time he mentored thousands of young leaders in the government, private, and NGO sectors from over a hundred countries around the world. From 2005 to 2007, Prof. Lewis also served as the first Executive Director of the Global Public Policy Network (GPPN), an innovative consortium of graduate public policy programs founded by SIPA, the London School of Economics and Political Science (LSE), l'Institut d'Etudes Politiques de Paris (Sciences Po), and the Lee Kuan Yew School of Public Policy at the National University of Singapore (NUS). He was instrumental in establishing a now-fully operational system of dual master's degrees between the four institutions. At Columbia, Prof. Lewis also designed and co-directed the Southeast Asia Fellows Program, which brought together sixty mid-career development professionals from Vietnam, Laos, Cambodia, Thailand, Burma, and China's Yunnan Province for intensive short-term management and leadership training, working with sponsoring agencies in the region, including UNDP, the Nature Conservancy, Save the Children, World Vision, and WHO, as well as a number of local NGOs.

### **Miguel SALAZAR**

Miguel SALAZAR was born in Caracas, Venezuela. He has degrees in History and Sociology from the London School of Economics, the School of Oriental and African Studies, London and Harvard University. His specialties are migration studies, public health, and risk and disaster preparation.

### **SA Zhihong**

Dr. Sa Zhihong is Associate Professor of SSDPP. Her recent work deals with social disparities in health with a focus on class and gender inequalities. Starting from sociological and epidemiological approaches, she studies the distribution, determinants and consequences of a range of adverse physical and mental health outcomes. While her primary research interest is on Chinese populations, she has also engaged in comparative studies in other developing countries. Dr. Sa has taught the following graduate and undergraduate courses: Social Epidemiology, Social Demography, and Introduction to Research Methods in Sociology. She received her Ph.D. and M.A. in sociology from the University of Maryland at College Park, and her B.A. in English at the Beijing Language Institute.

### **WANG Xiyi**

Dr. Wang Xiyi is Assistant Professor of SSDPP. Her research and teaching interests include Chinese women's studies, gender politics and human sexuality, qualitative research methods, violence against women, HIV/AIDS and public health, and post-disaster community development. She received her PhD from the Department of Social Work and Social Administration at the University of Hong Kong.

### **WANG Xinsong**

Dr. Wang Xinsong is Assistant Professor of SSDPP. His research interests are comparative politics, political institutions, rural governance, and local elections in China. His recent research examines how rural political institutions have encouraged political participation among peasants and have interacted with local economic conditions to affect rural governance in China. Dr. Wang was a Visiting Assistant Professor at Oglethorpe University in the U.S. from 2008-2009. He has taught courses on comparative politics, political development, international politics, Asian politics, and Chinese politics. He received his Ph.D. and M.A. in political science from Georgia State University in the U.S. and his B.A. in English and Diplomacy from Foreign Affairs College in China.

### **XIAO Suwei**

Dr. Xiao Suwei is Assistant Professor of SSDPP. Her research interests include family, gender, social inequality, migration and qualitative methods. Her dissertation explores the transformation of sexuality and intimacy in post-reform China, with attention to the articulations of social class, gender and regional disparities. She is currently revising her dissertation into a book and several journal articles. She received her Ph.D. in sociology from the University of California, Berkeley and a BA in Chinese literature from Peking University.

### **XU Yuebin**

Dr. Xu Yuebin is Professor of SSDPP. Before joining Beijing Normal University, he worked at the China Civil Affairs College of the Ministry of Civil Affairs as head of

the Department of Social Administration and editor-in-chief of The Journal of Social Welfare. Xu Yuebin's major research areas include social welfare, social services, poverty and social assistance. He teaches social protection theory and practice. He obtained his Ph.D. from the Department of Social Work and Social Administration, the University of Hong Kong in 1997.

### **YANG Lijun**

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