



**TESTIMONY OF JEFFREY S. LEHMAN
VICE CHANCELLOR OF NYU SHANGHAI**

BEFORE

**THE SUBCOMMITTEE ON
AFRICA, GLOBAL HEALTH, AND HUMAN RIGHTS**

OF

THE COMMITTEE ON FOREIGN AFFAIRS

OF

THE UNITED STATES HOUSE OF REPRESENTATIVES

At a Hearing on the Subject:

**“Is Academic Freedom Threatened
by China’s Influence on U.S. Universities?”**

June 25, 2015

Chairman Smith and Members of the Subcommittee, I thank you for the opportunity to testify this morning about the opportunities that are created when an American research university develops a strong presence in China.

My name is Jeffrey Lehman, and I am testifying in my capacity as the vice chancellor of NYU Shanghai. NYU Shanghai has just completed its second year of activity as the third degree-granting campus of New York University.

I shall begin by describing my own experiences over the past seven years leading academic institutions inside China that are committed to principles of academic freedom. I will then provide a brief overview of NYU Shanghai. In the most extensive part of my testimony, I will discuss the reasons why a great research university like New York University would accept the challenge of creating a degree-granting campus in Shanghai. Next, I will address some of the concerns voiced by those who believe it is inappropriate for American universities to teach and conduct research in China. Finally, I will discuss one way that the United States government can be of assistance in this regard.

I. My Personal Background in China

Before coming to NYU, I served as a law clerk to Judge Frank Coffin at the U.S. Court of Appeals for the First Circuit and to Justice John Paul Stevens at the Supreme Court, as a tax lawyer here in Washington, as a professor of law and public policy at the University of Michigan, as the dean of the University of Michigan Law School, as the president of Cornell University, as a senior scholar at the Woodrow Wilson International Center for Scholars.

I moved to China in 2008, because the president and vice president of Peking University asked me to help them found a new law school as part of that university, the School of Transnational Law (“STL”). STL would teach law in the American style, using the Socratic method to study U.S. law, Chinese law, and international law, in a program that would lead both to a traditional J.D. degree and to a Chinese J.M. degree. This was to be the newest element in China’s effort to carry out small experiments with approaches to higher education that are different from the approaches generally used at Chinese universities.

I resisted the idea at first, as I was not a student of China, I did not speak any Chinese, and I was unfamiliar with the operations of a Chinese university. Eventually, however, I decided to take on the project, significantly at the urging of Justice Anthony Kennedy of our Supreme Court, and of the Chairman of the C.V. Starr Foundation, Hank Greenberg, each of whom stressed my patriotic duties as an American to help the rule of law continue to develop in China. I accepted Peking University’s request, but only on the conditions that I would have absolute control over the school’s curriculum, faculty, teaching style, and operations, and that I would receive an ironclad guarantee that I could operate the school according to the principles of academic freedom that were

fundamental to my own experience of higher education throughout my career in the United States.

Those conditions were fully honored during my time at STL. Students took classes with leading law professors from Harvard and Stanford and Michigan and Virginia, and a former senior lawyer at the U.S. State Department. They studied American constitutional principles with Mark Rosenbaum, the legal director of the American Civil Liberties Union of Southern California, and learned about international criminal and human rights tribunals from Mike Greco, past president of the American Bar Association and Chair of the Advisory Council of the ABA Center for Human Rights.

I had the privilege of serving as a member of the United States delegation to the U.S.-China Legal Experts Dialogue in 2011 and again in 2012, and of discussing my experiences with our students at STL. Later in 2012, I took on the responsibilities of being the founding vice chancellor of NYU Shanghai.

II. An Overview of NYU Shanghai

NYU Shanghai is a unique institution.

On the one hand, it is a full, degree-granting campus of New York University. All degrees are awarded by the trustees of New York University, in full compliance with the accreditation requirements of the Middle States Association. On the other hand, it is, like STL, also part of the effort inside China to carry out small experiments with approaches to higher education that are different from the approaches generally used at Chinese universities, legally chartered as the first Sino-American Joint Venture University.

The creation of NYU Shanghai followed a similar pattern to that involved in the creation of STL. NYU agreed to participate on the conditions that it would have absolute control over the school's curriculum, faculty, teaching style, and operations, and that it would receive an ironclad guarantee that it could operate the school according to the fundamental principles of academic freedom. NYU also required that the school operate in compliance with a 14-point statement of labor values.

As vice chancellor, I am charged with running the university's academic and academic support operations. I serve at the pleasure of the president of New York University. Because the graduates of NYU Shanghai will receive NYU degrees, NYU has exclusive and final responsibility over faculty appointments, curriculum, student admissions, etcetera.

We have structured our school so that half the undergraduates come from China, and half come from the rest of the world. Every Chinese student has a non-Chinese

roommate, and vice versa. Every day is therefore an intense education in what it means to be part of a multicultural world.

NYU Shanghai delivers an undergraduate liberal education in the humanities, social sciences, and natural sciences, promoting the skills of critical and creative thinking. All of our undergraduate students pursue a core curriculum in Shanghai for two years, spend their junior year studying at other NYU sites – the campuses in New York and Abu Dhabi or global academic centers in eleven other cities around the world. The students then return to Shanghai to complete their degrees. In addition to the rich experiences it provides undergraduates, NYU Shanghai is a research university with graduate programs and research institutes in domains ranging from social development to neural science to financial risk.

Our faculty includes tenured and tenure-track faculty whose appointments are at NYU Shanghai, as well as tenured and tenure-track faculty whose appointments are at other NYU campuses. In addition to being approved by our provost, Joanna Waley-Cohen, and by me, all of these appointments must also be approved by the Provost of New York University. We also have exceptionally talented faculty who are hired to fixed-term contracts, and visiting professors from other NYU campuses and from other top universities around the world. (I have attached to this testimony, as Appendix 1, a list of faculty who are teaching and who have taught at NYU Shanghai, so that you might have a sense of the extraordinary quality of our professors.)

III. Having a Campus in Shanghai Is Important to NYU's Mission

Let me quickly lay to rest one misconception about NYU Shanghai. NYU does not profit financially from its activities in Shanghai. It is designed to operate as a “tub on its own bottom,” neither subsidizing the rest of NYU nor being subsidized by the rest of NYU.

Why, then, has NYU undertaken such a complex endeavor? Two reasons stand out.

First, NYU Shanghai advances NYU's bold redefinition of how a university can be structured. Traditionally, higher education was experienced by attending a university that was located in a single place. Sometimes a university would operate several campuses, but they would be distinct institutions. Sometimes a university would operate a “study abroad site,” but those would exist only as satellites to receive students from the mother ship for a semester or two.

In the twenty-first century, however, the phenomena of globalization and technological advancement have created new challenges and new opportunities for humanity. We in America are much more directly affected by developments in other

parts of the world than ever before. The world's challenges are our challenges. We have a greater stake than ever before in how the rest of the world develops.

In order to more effectively fulfill its academic mission in the twenty-first century, NYU has created an impressive global network of campuses and academic centers located in important cities around the world. NYU expanded globally with the understandings (a) that students could enter its network through more than one degree-granting doorway, and (b) that a key part of students' education would involve spending a semester or two studying in countries other than their degree-granting base. Currently, students can enter NYU through its degree-granting campuses in New York, Abu Dhabi, and Shanghai. In addition to these locations, NYU students can study in Accra, Berlin, Buenos Aires, Florence, Madrid, London, Paris, Prague, Sydney, Tel Aviv, and here in Washington, D.C.

That idea of a truly global education is attractive to students who want to prepare themselves to be effective in an increasingly global world, as well as the faculty who will help them acquire that preparation. And Shanghai is a superb location in which to locate a degree-granting campus within NYU's global network. China is an extraordinarily important, rapidly changing country, and as China's commercial capital Shanghai is New York's natural counterpart. It is vitally important that the next generation of America's best and brightest students have an opportunity to learn how to work effectively there.

Second, NYU Shanghai provides NYU with an essential opportunity to reflect deeply about what knowledge, skills, and virtues this generation of students requires in order to lead lives of satisfaction and contribution. NYU Shanghai is a place where NYU can experiment with new ways of developing those qualities, such as having every student live with a roommate from another country, and making use of new forms of teaching technology.

Through our core curriculum, we push our students hard along these dimensions. We force every student to stretch, to think of the world from different perspectives, to see how different intellectual tools can help us to understand it differently. They carry those lessons with them throughout NYU's global network, when they travel abroad from Shanghai to study at NYU's other global sites with other NYU students.

I personally have the opportunity to see the success of these efforts because I teach the course that all students are required to take during freshman year, a course called "Global Perspectives on Society." This is an intellectual history course in which students engage a set of great books from western civilization, as well as a set of great books from eastern civilization. In this course I have helped the students to engage the writings of Plato, Aristotle, Thomas Aquinas, Kant, Locke, Hobbes, Rousseau, Bentham, Mill, Adam Smith, Montesquieu, Darwin, Marx, Freud, Virginia Woolf, Woodrow Wilson, Gandhi, Hayek, Martin Luther King, Robert Nozick, Rachel Carson, Thomas Piketty, Anthony Appiah, as well as the first nine chapters of the Book of Genesis. We

have also had the opportunity to read Confucius, Mencius, Mozi, Sun Zi, Sima Qian, and Mao Zedong. These are the same readings I would use if I were teaching the course in New York. In Appendix 2 to this testimony, you will find the complete syllabi of this course from the first two years in which I taught it.

IV. NYU Shanghai Helps to Advance International Norms of Intellectual Inquiry

People who care about higher education are very interested in NYU Shanghai. We are pioneering a new approach to twenty-first century higher education, and we believe that our graduates will be prepared to contribute in entirely new ways to the development of a world where people from different cultures can cooperate to address challenges and opportunities, and can forestall conflict and misunderstanding.

For that reason, we receive a constant stream of visitors to our campus – on average dozens every week. If any members of this Subcommittee or their staffs should visit China in the future, we would be delighted to welcome them to our campus, so that they can have the opportunity to observe, and to speak with our students, our faculty, and our administrative staff. There is simply no substitute for first-hand observation.

Of course, it is understandable for people who have not been able to visit to wonder about what it is like to operate a university like ours inside China. And I have on several occasions encountered suggestions by such people that it is somehow inappropriate for NYU to be present in China.

Such suggestions might be divided into two groups. The first group includes a variety of absolutist positions, to the effect that no American university should be present in China at all. One such position alleges that such a presence serves to “legitimate” government practices we do not approve of. A second such position alleges that government practices outside the campus necessarily make it impossible to offer a genuine liberal education inside the campus. A third such position alleges that no coherent understanding of academic freedom fails to include unrestricted freedom to advocate peacefully in favor of change in the larger society.

A second group of criticisms is more nuanced. These arguments suggest that, although it might be possible to operate a university appropriately inside a society that has features of which we disapprove, it would be very easy to go astray in a country like China. Accordingly, they argue that it would be better to stay away entirely than to run the risk of error.

At the end of the day, I do not believe any of these suggestions holds up under scrutiny.

In the first instance, these positions ignore the benefits of engagement. Our universities are properly sources of enormous pride for America. They nurture skills and

values that help students to be productive citizens, contributors to the well-being of their societies. They nurture an ability to see things from different perspectives. We are all better off if American students have the opportunity to learn about China while studying at a university that embraces NYU's value system.

Significantly, however, American students are not the only ones who stand to benefit from NYU Shanghai's presence. China is in the middle of a period of astonishing change. Within Chinese society there is heated debate about what direction change should take over the next two decades, and about what goals should take precedence over others. Some prominent individuals are asserting that China should not draw inspiration from the values and practices of universities outside China, while others are arguing strongly in favor of those same values and practices.

This latter group will benefit if they can point to the positive impact of schools like NYU Shanghai on Chinese students. And since the values and practices of such schools promote norms of mutual respect and understanding across national borders, the entire world can be said to have a stake in their success.

I do not believe any of the critiques I have mentioned come close to offsetting those benefits. The more absolutist positions make inaccurate assumptions about the relationship between American universities and the larger society. American universities were not established on a firmament of perfect respect for human dignity. Liberal education and academic inquiry are not fragile flowers that can survive only in perfect soil. To the contrary, America's best universities were established in a flawed land, one of whose greatest virtues was its commitment to improvement, to form a more perfect union. Precisely because those universities are hardy defenders of academic freedom and liberal education, they have been important contributors to America's progress. (I discussed these issues at length in a speech at Columbia University, a speech that I attach as Appendix 3.)

The less absolutist positions, however, are more reasonable, and point to a set of questions that we take seriously. A university such as ours cannot function if students and faculty are not free to ask questions, and to entertain arguments, that might be disruptive and even offensive to others. The search for understanding must be allowed to proceed unimpeded, down blind alleys and unproductive pathways, against the headwinds of conventional wisdom and ideological correctness. Norms of civility may be imposed, but they must not cut off genuine and rigorous inquiry.

At NYU Shanghai we are vigilant in assuring that these principles of academic freedom are honored every day. So far, so good. But if circumstances were to change and those principles were abrogated, NYU Shanghai would have to be closed down.

Sometimes people ask me why NYU Shanghai does not file public statements criticizing the Chinese government for one or another action or policy. We do not do so because that is not our role in China, any more than it is in the United States. The fact that a government has acted deplorably does not mean that a university has an institutional duty to criticize it publicly. At the same time, there are sometimes occasions when a government acts, or proposes to act, in ways that would prevent a university from fulfilling its mission. When that happens, the university should act in whatever ways (public and/or private) it believes are most likely to be effective in forestalling the action in question. (I discussed these points at greater length in an essay published in the Chronicle of Higher Education, attached as Appendix 4.)

One example of such an occasion arose last month, when China promulgated a draft law entitled, “The Non-Mainland Non-Governmental Organization Management Law of the People’s Republic of China.” The proposed law would seriously undermine the ability of universities like NYU to operate in China according to principles of academic freedom. Accordingly, NYU joined with eleven other universities in filing critical comments with the Chinese government. I attach those comments as Appendix 5.

Last weekend I told a Shanghaiese friend that I would be testifying here today. He asked why, and I explained that some people who value the free exchange of ideas believe American universities should not be present in China. His response was crisp and, I believe, quite apt: “If someone is truly committed to the free exchange of ideas here, they should want to see more schools like NYU Shanghai, not fewer.”

V. How the United States Government Can Help

It is in America’s best interest for China to develop along a path of constructive partnership with America, a path that recognizes the state of interdependence in which we now find ourselves. Such development is surely facilitated when our nations’ college students are able to acquire a deep and accurate understanding of China by studying in China, side by side with Chinese students, in an environment of academic freedom.

Almost thirty years ago, Johns Hopkins University spearheaded the creation of such an opportunity, through the Hopkins-Nanjing Center. Today, other institutions, like NYU and Duke, are following in Hopkins’s footsteps.

Unfortunately, programs such as these are so expensive that they would be beyond the means of many American students if it were not for financial aid opportunities underwritten by generous private donors. It is unlikely that the generosity of philanthropists will keep pace with the need.

I would therefore respectfully ask that Congress consider creating a scholarship program to ensure that students from families of modest means are able to study abroad at programs like NYU Shanghai, in countries like China.

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In this testimony, I have attempted to provide the Subcommittee with useful information about NYU Shanghai, and about why a great American research university would accept the challenge of creating such an institution. Projects such as these cannot be undertaken risk-free. I firmly believe, however, that with proper care they can be undertaken in ways that promote the highest academic values and carry a significant likelihood of contributing to the ongoing progress of humanity.

APPENDIX 1

TO THE

TESTIMONY OF JEFFREY S. LEHMAN

**Overview of Primary Faculty
Teaching at NYU Shanghai
June 18, 2015**

I. Faculty Leadership

Jeffrey Lehman	Vice Chancellor	Former president of Cornell University, dean of University of Michigan Law School, and founding dean of Peking University School of Transnational Law. Scholar of law and public policy. Teaches Global Perspectives on Society at NYU Shanghai.
Joanna Waley-Cohen	Provost	Also chaired professor at NYU NY. Former chair of NYU NY history department. Scholar of early modern Chinese history. Several books, including by Yale University Press. Teaches The Concept of China at NYU Shanghai.
Xiao-Jing Wang	Associate Vice Chancellor for Research	Also professor at NYU NY. Former director of theoretical neural science at Yale. Scholar of neurobiology. Received Sloan and Guggenheim fellowships; fellow of the American Association for the Advancement of Science. Teaches Networks and Dynamics at NYU Shanghai.
Eitan Zemel	Associate Vice Chancellor for Strategy	Also vice dean of global programs at NYU Stern and chaired professor at NYU NY. Scholar of business operations. More than 40 published articles.
David Fitch	Dean of Arts & Sciences	Also professor at NYU NY. Scholar of genetics and biology. 39 published articles. Former Fulbright fellow and Whitehead fellow. Teaches Evolution & Foundations of Science at NYU Shanghai.
Yuxin Chen	Dean of Business	Former chaired professor at Northwestern. Scholar of marketing. Many honors. Editor of 5 journals. 23 published articles. Teaches Introduction to Marketing at NYU Shanghai.
Keith Ross	Dean of Engineering and Computer Science	Also chaired professor at NYU NY. Former tenured professor at U of Pennsylvania. Scholar of computer networks. Many honors, including IEEE fellow and ACM fellow. Author of top textbook on computer networking; many published articles. Teaches Machine Learning at NYU Shanghai.
Ron Robin	Senior Vice Provost for Global Faculty Development	Also professor at NYU NY. Former associate dean at NYU Steinhardt and dean of student affairs at the University of Haifa. Scholar of cultural history with University of California and Princeton University Press books and many published articles.
Nicholas Geacintov	Vice Dean of Science	Also professor at NYU NY. Former chair of NYU NY chemistry department. Scholar of DNA. Many honors, including former president of American Society for Photobiology and former American Physical Society fellow. Coauthor of more than 400 research articles.

I. Faculty Leadership (continued)

Fanghua Lin	Associate Provost for the Quantitative Disciplines, Co-Director of Math Institute	Also chaired professor at NYU NY. Scholar of mathematics. Many honors, including member of American Academy of Arts and Sciences. Teaches Complex Variables & Partial Differential Equations at NYU Shanghai.
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II. Senior Faculty

Jian Chen	Distinguished Global Network Professor	Former chaired professor at Cornell. Scholar of Chinese and cold war history. Many honors including Emmy Award and Nobel Institute Fellowship. Four books and more than 50 articles. Teaches 20th-Century East Asia-U.S. Relations at NYU Shanghai.
Vladas Sidoravicius	Professor	Former full researcher at the Institute of Pure and Applied Mathematics, Rio de Janeiro, Brazil. Scholar of probability and statistics. Longstanding research partner with colleagues at the Courant Institute of Mathematics. Teaches Probability and Statistics at NYU Shanghai.
Jiawei Zhang	Professor	Also tenured professor at NYU NY. Scholar of data science and business analytics. More than 30 published articles. Teaches Business Analytics at NYU Shanghai.
John Zhang	Co-Director, Computational Chemistry Institute	Also professor at NYU NY. Scholar of protein structure. Former NSF Presidential Faculty fellow and former Sloan fellow. 31 published articles. Teaches Math for Foundations of Science at NYU Shanghai.
Jun Zhang	Professor	Also professor of physics and mathematics at NYU NY. Scholar of biomechanics and biophysics. Research featured in Nature, Physics Today, BBC Radio, ABC television. Teaches Foundations of Science at NYU Shanghai.
Zheng Zhang	Professor	Founded Systems Research Group at Microsoft Research Asia. Scholar of data science, systems analysis, computer architecture. More than 45 publications including several best paper awards, and 18 patents (with 27 pending). Teaches Computer Science at NYU Shanghai.

III. Mid-Career Faculty

Duane Corpis	Associate Professor	Former assistant professor at Cornell. Scholar of European history. Book published by University of Virginia Press. Teaches Global History at NYU Shanghai.
Pierre Landry	Associate Professor	Former associate professor at University of Pittsburgh. Scholar of political science. Previously taught at Yale, Peking University, University of Michigan. Book published by Cambridge University Press. Teaches Political Science and Global China Studies at NYU Shanghai.
Steven Lehrer	Associate Professor	Former associate professor at Queens University, Ontario. Scholar of Economics and Public Policy. 19 published articles. Several editorial boards. Teaches Economics at NYU Shanghai.
Li Li	Associate Professor	Former associate professor at Hong Kong University. Scholar of psychology and neural science. 24 published articles; 9 external grants. Teaches Introduction to Neuroscience at NYU Shanghai.
Todd Meyers	Associate Professor	Former assistant professor at Wayne State University. Scholar of medical anthropology. Book published by University of Washington Press. 12 peer-reviewed articles. Teaches Social Science at NYU Shanghai.
Brad Weslake	Associate Professor	Former assistant professor at University of Rochester. Scholar of philosophy of science. Book published by Harvard University Press. Member of American Philosophical Association. Teaches Logic and Philosophy of Science at NYU Shanghai.

IV. Junior Faculty

Xinying Cai	Assistant Professor	Former postdoc at Yale and Washington University. Scholar of neural science. Recipient of Excellence in Neural Engineering award. Teaches Neuroscience at NYU Shanghai.
Nan Cao	Assistant Professor	Former researcher at IBM Watson Research Center. Scholar of data visualization. Received best dissertation award at Hong Kong University of Science and Technology. Teaches Data Science at NYU Shanghai.
Lixian Cui	Assistant Professor	Former postdoc at University of Toronto. Scholar of child and adolescent emotional development. 6 articles published in refereed journals. Teaches Introduction to Psychology at NYU Shanghai.
Jeffrey Erlich	Assistant Professor	Former postdoc at Princeton. Scholar of neural science. Work has appeared in Nature, Neuron, Frontiers in Neuroscience and elsewhere. Teaches Neuroscience at NYU Shanghai.
Gang Fang	Assistant Professor	Former postdoc at Yale and research assistant at Hong Kong University. Scholar of molecular biophysics. Over 20 papers published. Teaches Biology at NYU Shanghai.
Alexander Geppert	Assistant Professor	Former professor at Free University of Berlin. Scholar of astroculture. Previous fellowships at Cambridge, Harvard, and elsewhere. Teaches European history at NYU Shanghai and at NYU NY (joint appointment)
William Glover	Assistant Professor	Former postdoc at Stanford. Scholar of computational chemistry. Over 20 papers published in refereed journals. Teaches Chemistry at NYU Shanghai.
Celina Hung	Assistant Professor	Former postdoc and assistant professor at UCLA. Scholar of comparative ethnic studies. Teaches Representing Ethnicity in China, Masters of Asian Cinema, Gender Sexuality and Culture at NYU Shanghai.
Andrea Jones-Rooy	Assistant Professor	Former postdoc at Carnegie Mellon. Scholar of international relations and complex systems. Teaches International Relations and Political Science at NYU Shanghai.
Jung Seog Kang	Assistant Professor	Former research scientist and postdoc at University of Texas. Scholar of systems biology and cancer. Holds 2 patents. Teaches Biology at NYU Shanghai.
Heather Lee	Assistant Professor	Former postdoc at Massachusetts Institute of Technology and instructor at Free University of Berlin. Scholar of migration history. Teaches History at NYU Shanghai.
Xuan Li	Assistant Professor	Former researcher at German Youth Institute; Ph.D. from Cambridge University. Scholar of Chinese family relations. Teaches Introduction to Psychology at NYU Shanghai.
Sukbin Lin	Assistant Professor	Former postdoc at University of Chicago. Scholar of computational neural science. Paper published in Nature Neural Science. Teaches Neural Science at NYU Shanghai.

IV. Junior Faculty (continued)

Pilkyung Moon	Assistant Professor	Former assistant professor at Tohoku University. Scholar of condensed matter physics and nanoscience. Work has appeared in Nature, Science and Physical Review. Teaches Physics at NYU Shanghai.
Armin Selbitschka	Assistant Professor	Former assistant professor at Ludwig-Maximilians-University and postdoc at Stanford. Scholar of scribal culture and Silk Road material culture in ancient China. Teaches Ancient Chinese history at NYU Shanghai.
Xing Tian	Assistant Professor	Former postdoc at NYU New York. Scholar of neural science. Twelve papers already published in peer reviewed journals. Teaches Neuroscience at NYU Shanghai.

V. Affiliated Faculty Who Will Teach at NYU Shanghai in 2015-16

Miriam Basilio	Affiliated Professor 2015-16	Also Associate Professor of Art History and Museum Studies at NYU. Scholar of Spanish and Latin American art, cultural property and national identity. Former curatorial assistant at the Museum of Modern Art, New York. Teaches in the Humanities Program at NYU Shanghai.
Adam Brandenburger	Affiliated Professor 2015-16	Also J.P. Valles tenured Professor at NYU Stern School of Business, Distinguished Professor at the NYU Polytechnic School of Engineering, member of the NYU Institute for the Interdisciplinary Study of Decision Making, and associated faculty member of the NYU Center for Data Science. Former professor at Harvard Business School. Scholar of game theory, business strategy and quantum information. Teaches The Strategist at NYU Shanghai.
David Cai	Affiliated Professor 2013-14 2014-15 2015-16	Also tenured professor at NYU NY. Scholar of theoretical and computational neuroscience and network dynamics. Taught Networks and Dynamics at NYU Shanghai.
Wen-jui Han	Affiliated Professor 2014-5 2015-16	Also professor at NYU NY. Co-Director, Institute of Social Development. Former tenured professor at Columbia. Scholar of social policy, families, poverty, and inequality. More than 50 published articles. Teaches Poverty and Inequality Around the Globe at NYU Shanghai.
Zhongping Jiang	Affiliated Professor 2013-14 2015-16	Also tenured professor at NYU Poly. Scholar of non-linear control systems. Fellow of IEEE, IFAC and IFAC. Former chaired professor at Beijing University. Teaches Differential Equations at NYU Shanghai.
Minchao Jin	Affiliated Assistant Professor 2015-16	Also assistant professor of social work at NYU. Scholar of global social development, and public health, especially the relation of poverty and child and maternal health. Teaches in the Global Masters of Social Work program at NYU Shanghai.
Siuping Ma	Affiliated Associate Professor 2015-16	Also clinical associate professor of social work at NYU. Scholar of Asian-American mental health, especially on college campuses. Teaches in the Global Masters of Social Work program at NYU Shanghai.
Charles Newman	Affiliated Professor 2013-14 2014-15 2015-16	Also chaired professor at NYU NY. Scholar of mathematics. Former mathematics department chair at NYU NY. National Academy of Sciences fellow, American Academy of Arts and Sciences member, American Mathematical Society member. Teaches Complex Variables at NYU Shanghai.
Marianne Petit	Associate Arts Professor 2013-14 2014-15 2015-16	Also Master Teacher and Associate Arts Professor at NYU NY. Director of Interactive Media Arts Program. Work exhibited at museums and galleries worldwide. Co-Director of Greylock Arts new media enterprise. Teaches Paper Arts: History & Practice and Communications Lab at NYU Shanghai.

V. Affiliated Faculty Who Will Teach at NYU Shanghai in 2015-16 (continued)

John Sexton	Affiliated Professor 2014-5 2015-16	Also President of New York University and the Benjamin Butler Professor and Dean Emeritus at NYU NY. Many honors, including fellow of the American Academy of Arts and Sciences. Taught The Relationship Between Government and Religion at NYU Shanghai.
Clay Shirky	Affiliated Professor 2014-15 2015-16	Also Distinguished Writer in Residence and Assistant Arts Professor at NYU NY. Scholar of the internet; creator of the Shirky Principle. Writings published in Wall Street Journal, NY Times, etc. Many honors, including Morrow Lecturer at Harvard. Teaches Media and Participation and at NYU Shanghai.
Zhen Zhang	Affiliated Associate Professor 2014-15 2015-16	Also tenured Associate Professor at NYU NY. Scholar of studies. Books published by University of Chicago Press and Duke University Press. Many honors including Mellon fellowship, J.P. Getty fellowship. Taught History of Chinese Cinema at NYU Shanghai.

VI. Non-Tenure-Track Governing Faculty (e.g., faculty with long-term contracts)

Amy Becker	Director of the Writing Program	Previously taught expository writing program at NYU NY and NYU AD since 2005. Member of the Association of Writers and Writing Programs. Teaches Global Perspectives on Society Writing Workshop at NYU Shanghai.
Matthew Belanger	Associate Director and Assistant Professor of Interactive Media Arts	Former assistant professor at CUNY. Co-director of Greylock Arts. Research combines interests in physical computing and participatory creation. Teaches Interaction Lab and Developing Web at NYU Shanghai.
Bruce Carroll	Language Lecturer	PhD in English Literature, University of New Mexico; teaches writing at NYU Shanghai
Jing Chai	Language Lecturer	MA in Teaching Chinese as a Second Language from ECNU. Teaches Chinese language at NYU Shanghai
Zhihong Chen	Research Professor	Former adjunct associate professor and senior research associate in history at Cornell, and senior research fellow at the London School of Economics. Research interests include business Chinese language and culture. Teaches Introduction to Business Chinese and Culture and Advanced High Business Chinese at NYU Shanghai
Alice Chuang	Language Lecturer	PhD in British Literature, Vanderbilt University teaches Writing at NYU Shanghai
Ezra Claverie	Language Lecturer	PhD in English, University of Illinois at Urbana-Champaign; teaches writing at NYU Shanghai
Brandon Conlon	Language Lecturer	MA in Applied Linguistics, University of New England (Australia); Associate Director of the Program of English for Academic Purposes and teaches English for Academic Purposes at NYU Shanghai
Glen Cotten	Language Lecturer	PhD in Education from the University of North Carolina, teaches English for Academic Purposes at NYU Shanghai
Weili Ding	Associate Professor	Former associate professor at Queen's University. Scholar of economics of education as well as rural development and urban transitions in China. Teaches in the area of economics at NYU Shanghai.
Barbara Edelstein-Zhang	Clinical Assistant Arts Professor	Internationally known artist with exhibits worldwide. Recipient of numerous residency fellowships. Teaches Introduction to Studio Art, Introduction to Photography I, Projects in Studio Art – China, and Projects in Photography at NYU Shanghai.
Chidelia Edochie	Language Lecturer	MFA in Creative Writing, Purdue University; teaches writing at NYU Shanghai
Amy Goldman	Language Lecturer	PhD in Comparative Literature, University of California, Davis; teaches writing at NYU Shanghai
Anna Greenspan	Assistant Professor	Scholar of continental philosophy, cyberculture, and urban Asia. Author of Shanghai Future: Modernity Remade (Oxford U Press). Teaches Intro to Digital Media at NYU Shanghai.

VI. Non-Tenure-Track Governing Faculty (e.g., faculty with long-term contracts) (continued)

Hillary Hua	Assistant Professor of Practice, Director of Laboratories	Former lecturer at Stanford University and assistant professor at Siena College. Research interests include effective learning in the sciences.
Xiaoyue Huang	Language Lecturer	MA in Teaching Chinese as a Second Language from ECNU. Teaches Chinese language at NYU Shanghai.
Eun-joo Kim	Language Lecturer	PhD in Literature at the University of Minnesota, teaches writing at NYU Shanghai
Jiani Lian	Language Lecturer	MA in Chinese from the University of Massachusetts, Amherst. Teaches Chinese at NYU Shanghai.
Ping Ma	Language Lecturer	MA in International Chinese Studies from ECNU. Teaches Chinese language at NYU Shanghai.
Olivier Marin	Associate Professor of Computer Science	Formerly Associate Professor at University of Pierre and Marie Curie (University of Paris 6) in Paris. Teaches Computer Programming and Data Structures at NYU Shanghai.
Emily Murphy	Language Lecturer	PhD in English from the University of Florida; teaches writing at NYU Shanghai
Piia Mustamaki	Language Lecturer	PhD in English from Rutgers University, teaches writing at NYU Shanghai
Einat Natalie Palkovich	Language Lecturer	PhD in English Literature, University of Haifa, Israel; teaches English for Academic Purposes at NYU Shanghai
Anjuli Pandaver	Language Lecturer	PhD in English, University of Glasgow; teaches English for Academic Purposes at NYU Shanghai.
David Perry	Language Lecturer	MFA in Literary Translation from University of Iowa, teaches writing at NYU Shanghai
Arina Rotaru	Language Lecturer	PhD in German Studies, Cornell University; teaches writing at NYU Shanghai
Ying Song	Language Lecturer	MA in Teaching Chinese as a Second Language from ECNU. Teaches Chinese Language at NYU Shanghai.
Jennifer Tomscha	Language Lecturer	MFA In Creative Writing from the University of Michigan; Language Lecturer and Associate Director of the Writing Program, teaches writing at NYU Shanghai
Xingyu Wang	Assistant Professor of Practice	Former teaching assistant at NYU NY. Scholar of protein folding and drug design. Teaches Physics I at NYU Shanghai.
Kenneth Ward	Assistant Professor	Scholar of number theory and arithmetic geometry. Published work in International Mathematics Research Notices and the Journal of Number Theory. Taught Calculus and Introduction to Great Ideas in Mathematics at NYU Shanghai, 2013-14 and 2014-15.
Antonius Wiriadjaja	Assistant Art Professor	Former postdoc and adjunct professor at NYU NY. Has performed as actor, dancer and musician in venues such as Lincoln Center. Teaches Communication Lab at NYU Shanghai.

VI. Non-Tenure-Track Governing Faculty (e.g., faculty with long-term contracts) (continued)

Paul Wooldrige	Language Lecturer	PhD in English Literature, Cambridge University; teaches writing at NYU Shanghai
Danyang Yu	Clinical Assistant Professor of Biology	Former assistant professor at Fairleigh Dickinson University, teaches Foundations of Science (Biology).
Jianjun Zhang	Clinical Assistant Arts Professor	Internationally known artist, exhibits worldwide including at Metropolitan Museum of Art. Recipient of numerous residency fellowships. Also adjunct professor at NYU NY. Teaches Introduction to Studio Art, Introduction to Photography I, Projects in Studio Art – China, and Projects in Photography at NYU Shanghai.
Lu Zhang	Assistant Professor of Practice	PhD from NYU. Former McCracken fellow. Scholar of DNA damage. PhD from NYU. Teaches in the area of chemistry at NYU Shanghai.
Qiyi Zhang	Associate Director, Chinese Language Program	Previously taught at NYU Shanghai study-away site and Zhejiang Normal University. Research interests in Chinese language pedagogy and cross-cultural studies. Teaches Advanced Chinese I at NYU Shanghai.

VII. Other Affiliated Faculty Who Taught at NYU Shanghai in Prior Years (if not listed in V above)

Zhijia An	Affiliated Clinical Assistant Professor 2014-15	Also Clinical Assistant Professor at NYU NY; former postdoc at Columbia and NYU NY. Scholar of biomolecules. Taught Foundations of Science at NYU Shanghai.
Zlatko Bačić	Affiliated Professor 2013-14	Also tenured professor at NYU NY. Scholar of theoretical and computational chemistry. Fellow of the American Association for the Advancement of Science and the American Physical Society, among others honors. Taught Physics I at NYU Shanghai.
Jane Burbank	Affiliated Professor 2013-14	Also tenured professor at NYU NY. Scholar of history. Previously taught at Harvard, University of California at Santa Barbara, University of Michigan. Co-author of prize-winning Empires in World History (Princeton U Press). Taught Empires in World History at NYU Shanghai.
Fred Cooper	Affiliated Professor 2013-14	Also tenured professor at NYU NY. Scholar of modern Africa and decolonization. Many honors, including American Academy of Arts and Sciences fellow. Co-author of prize-winning Empires in World History (Princeton U Press). Taught Empires in World History at NYU Shanghai.
Clayton Curtis	Affiliated Professor 2014-15	Also associate professor at NYU NY. Scholar of cognition and perception. Taught Behavioral and Integrative Neuroscience at NYU Shanghai.
Ernest Gilman	Affiliated Professor 2014-15	Also professor at NYU NY. Previously taught at Columbia and the University of Virginia. Scholar of the Renaissance in England. Guggenheim fellow and National Endowment for the Humanities research fellowships. Taught Global Perspective on Culture at NYU Shanghai.
Roderick Hills	Affiliated Professor 2014-15	Also chaired professor at NYU NY. Scholar of federalism. Previously taught at Harvard, Yale, Stanford, Michigan, and Columbia. Received Federalist Society award for top legal scholar under age 40. Taught The U.S. Constitution at NYU Shanghai.
Pierre Hohenberg	Affiliated Professor 2013-14	Also professor emeritus at NYU NY. Scholar of philosophy of science and statistical physics. Former deputy provost of Yale, head of theoretical physics at AT&T Bell Laboratories. Many honors, including National Academy of Sciences member. Taught Foundations of Science at NYU Shanghai.
John Iacono	Affiliated Professor 2014-15	Also tenured professor at NYU NY. Scholar of computer science, data science, and computational geometry. More than 60 publications in refereed journals. Taught Data Structures at NYU Shanghai.
Maria Montoya	Affiliated Professor 2014-15	Also tenured associate professor at NYU NY. Scholar of American history. Book published by U of California Press. Taught History of Water at NYU Shanghai.

VII. Other Affiliated Faculty Who Taught at NYU Shanghai in Prior Years (if not listed in V above)
(continued)

Mary Nolan	Affiliated Professor 2014-15	Also chaired professor at NYU NY. Scholar of history. Previously taught at Harvard. Prize-winning book published by Oxford U Press, another by Cambridge U Press. Editor of 2 history journals. Taught Global Economics in the 20th Century at NYU Shanghai.
Paul Romer	Affiliated Professor 2013-14	Also tenured professor at NYU NY. Scholar of economics. Previously taught at Stanford, Berkeley, Chicago. Many honors including Recktenwald Prize, American Academy of Arts and Sciences fellow. Taught Global Perspectives on Society at NYU Shanghai
Harold Sjursen	Affiliated Professor 2013-14 2014-15	Also tenured professor at NYU NY. Scholar of philosophy and technology. Previously taught at University of Chicago and New School for Social Research. Taught From Ancient Cosmology to Science and The Legacy of Tradition at NYU Shanghai.
Dan Stein	Affiliated Professor 2013-14	Also tenured professor at NYU NY. Scholar of theoretical condensed matter physics. Previously taught at Princeton, University of Arizona. Many honors, including American Physical Society fellow, American Association for the Advancement of Science fellow. Taught Physics I at NYU Shanghai.
Mathieu Wyart	Affiliated Associate Professor 2015-16	Also tenured professor at NYU NY. Scholar of soft condensed matter. Previously visiting research specialist at the Lewis-Sigler Institute, Princeton, and George Carrier Fellow at the Harvard School of Engineering and Applied Sciences.
Yisong Yang	Affiliated Professor 2013-14 2014-15	Also tenured professor at NYU NY. Scholar of mathematical physics. Previously member of Institute of Advanced Study. Member of American Mathematical Society. Author of Cambridge U Press textbook. Taught Advanced Linear Algebra I at NYU Shanghai.
Zhen Zhang	Affiliated Associate Professor 2014-15 2015-16	Also tenured associate professor at NYU NY. Scholar of studies. Books published by University of Chicago Press and Duke University Press. Many honors including Mellon fellowship, J.P. Getty fellowship. Taught History of Chinese Cinema at NYU Shanghai.

VIII. Visitors From Other Universities Who Will Teach at NYU Shanghai in 2015-16

Yshai Avishai	Visiting Professor of Physics	Professor of Condensed Matter Physics at Ben Gurion University; teaches Foundations of Science at NYU Shanghai.
Yehuda Band	Visiting Professor 2014-15 2015-16	Professor at Ben-Gurion University. Scholar of collision theory and optics. Former director of Israel Science Foundation Center of Excellence. Teaches Physics at NYU Shanghai.
Shaul Bar Lev	Visiting Professor 2013-14 2014-15 2015-16	Professor at the University of Haifa. Scholar of statistics. Former dean of research at University of Haifa, former president of Israel Statistical Association. Fellow of American Statistical Association. Teaches Probability and Statistics and Statistics for Business and Economics at NYU Shanghai.
Joel Bernstein	Visiting Professor 2014-15 2015-16	Also Global Distinguished Professor of Chemistry at NYU AD, professor emeritus of chemistry at Ben-Gurion University. Scholar of chemical crystallography. Teaches Foundations of Science at NYU Shanghai.
Nicolas Broutin	Visiting Assistant Professor 2014-15 2015-16	Also researcher at French Institute for Research in Computer Science and Automation. Scholar of analytic combinatorics. Teaches Math for Economists and Analysis II at NYU Shanghai.
Herming Chiueh	Visiting Associate Professor 2014-15 2015-16	Also associate professor at National Chiao Tung University. Scholar of mixed-signal circuits and systems. Teaches Circuits at NYU Shanghai.
Romain Corcolle	Visiting Associate Professor of Computer Science	Associate Professor at Paris-Sud; scholar of multiphysics and numerical modeling; teaches Digital Logic at NYU Shanghai
Xiaoyang Feng	Visiting Assistant Arts Professor	Senior design technologist at Frog Design; teaches Expressing Data at NYU Shanghai
Luis Renato Fontes	Visiting Professor of Mathematics	Professor at Institute of Mathematics and Statistics, University of Sao Paulo, Brazil. Scholar of Probability and Statistics. Teaches Honors Linear Algebra at NYU Shanghai
Pablo Groisman	Visiting Associate Professor of Mathematics	Researcher at Argentine National Research Council, Assistant Professor of Mathematics at Universidad de Buenos Aires; teaches Precalculus at NYU Shanghai
Hichem Hajaiej	Visiting Associate Professor 2014-15 2015-16	Also associate professor at the Preparatory Engineering School of Tunis. Scholar of mathematics. Teaches Calculus Emphasizing Proofs at NYU Shanghai
Brian Hanssen	Clinical Assistant Professor of Business	Former Adjunct Professor at NYU Stern School of Business; former Global Services Manager at Intralinks, New York; Finalist in Taproots/LinkedIn "Make it Matter Challenge"
Irith Hartman	Visiting Professor of Computer Science	Lecturer and Scientific Coordinator at the Caesarea Rothschild Institute for Interdisciplinary Applications of Computer Science, University of Haifa, Israel; teaches Discrete Mathematics at NYU Shanghai

VIII. Visitors From Other Universities Who Will Teach at NYU Shanghai in 2015-16 (continued)

Tao Huang	Visiting Assistant Professor of Mathematics	Assistant Professor at Pennsylvania State University; teaches Honors Ordinary Differential Equations at NYU Shanghai
Raz Jelinek	Visiting Professor of Chemistry	Professor of Applied Science at Ben-Gurion University; former Ruth L. Kirschstein National Research Senior Fellow at the National Institutes of Health, USA; teaches Foundations of Chemistry at NYU Shanghai
Moshe Kim	Visiting Professor 2013-14 2014-15 2015-16	Professor at University of Haifa. Scholar of economics. Former chaired professor at Humboldt, former Senior Distinguished Fellow at Swedish School of Economics. Teaches Economics of Global Business at NYU Shanghai.
Jonathan Kuhn	Visiting Professor 2014-15 2015-16	Previously senior lecturer at Israel Institute of Technology (Technion). Scholar of genetics and biochemistry. Teaches Foundations of Science at NYU Shanghai.
Gad Landau	Visiting Professor 2014-15 2015-16	Also research professor at NYU NY. Scholar of serial and parallel algorithms and computational biology. Teaches Discrete Mathematics at NYU Shanghai.
Yoram Landskroner	Visiting Professor of Finance	Professor, Sarnat School of Management, Or Yehuda, and former Professor at Hebrew University of Jerusalem; teaches Foundations of Finance at NYU Shanghai
Yuning Liu	Visiting Assistant Professor 2014-15 2015-16	Previously assistant professor of mathematics at Universität Regensburg. Research interests include the mathematics of fluid mechanics and control theory. Teaches Complex Variables at NYU Shanghai.
Laurent Mertz	Visiting Assistant Professor of Mathematics	Assistant Professor, University of Nice Sophia-Antipolis; teaches Multivariable Calculus and Differential Equations at NYU Shanghai
Benjamin Moskovitz	Visiting Assistant Arts Professor	Member of NYU's Interactive Telecommunications Program. Teaches Interactive Media Arts at NYU Shanghai.
Caroline Muller	Visiting Assistant Professor of Mathematics	Former researcher at Ecole Polytechnique of CNRS, Princeton, and MIT. Scholar of oceanic fluid dynamics and applied mathematics. Teaches in the mathematics program at NYU Shanghai.
Avraham Parola	Visiting Professor	Former chaired professor of biophysical chemistry and dean at Ben Gurion University. Previous appointments include Memorial Sloan Kettering Cancer Center and Naval Medical Research Institute. Coordinator of Foundations of Science at NYU Shanghai.
Addy Pross	Visiting Professor 2014-15 2015-16	Professor emeritus at Ben-Gurion University. Scholar of theoretical organic chemistry. Previously taught at Stanford, University of Sydney, Australian National University. Teaches Organic Chemistry I at NYU Shanghai.
Nella Pross	Visiting Laboratory Professor 2014-15 2015-16	Lecturer at Ben-Gurion University. Teaches Organic Chemistry I at NYU Shanghai.

VIII. Visitors From Other Universities Who Will Teach at NYU Shanghai in 2015-16 (continued)

Krishnamurthi Ravishankar	Visiting Professor 2014-15 2015-16	Professor at SUNY New Paltz. Scholar of probability theory and mathematical economics. Teaches Theory of Probability at NYU Shanghai.
Leonardo Rolla	Visiting Assistant Professor 2014-15 2015-16	Tenured researcher of the Argentinian National Research Council. Scholar of mathematics. Teaches Calculus at NYU Shanghai.
Sakar Pudasaini	Visiting Assistant Arts Professor	Founder, Karkhana education startup, Kathmandu, Nepal; teaches in the Interactive Media Arts program at NYU Shanghai
Owen Roberts	Visiting Art Professor	Adjunct Assistant Professor at Manhattan Community College. Many performances and exhibitions. Teaches Communications Lab at NYU Shanghai
Emmanuel Schertzer	Visiting Assistant Professor of Mathematics	Assistant Professor at Universite Pierre & Marie Curie. LPMA (Laboratoire de Probabilite et Modeles Aleatoires) and former postdoctoral fellow at Princeton; scholar of probability theory. Teaches in the Mathematics program at NYU Shanghai
Tansen Sen	Visiting Professor of History	Professor, Baruch College of the City University of New York, scholar of China-India relations from early Buddhism to Zheng He to the present; Director, NYU Shanghai Center for Global Asia; teaches Chinese Maritime History at NYU Shanghai
Offer Shapir	Visiting Assistant Professor 2014-15 2015-16	Scholar of empirical finance, credit risk, and behavioral finance. Previously taught at Ben-Gurion University. Teaches Calculus Workshop and Introduction to Microeconomics at NYU Shanghai.
Yossi Shavit	Visiting Professor of Social Sciences	Weinberg Professor of Sociology at Tel Aviv University and President of the Israeli Sociological Society; scholar of social inequality and the sociology of education. Teaches in the Integrated Social Science program at NYU Shanghai
Zhan Shi	Visiting Assistant Professor of Mathematics	Professor at Laboratoire de Probabilites et Modeles Aleatoires, Paris-6 and Ecole Normale Superieure, Paris. Teaches in the Mathematics program at NYU Shanghai.
Roopa Vasudevan	Visiting Assistant Arts Professor	NYU Tisch ITP instructor, developer of digital and broadcast video; teaches in the Interactive Media Arts program at NYU Shanghai.
Gabriel Weimann	Visiting Professor of Social Sciences	Professor of Communication, University of Haifa, Israel; teaches Methods of Social Research at NYU Shanghai.
Arthur Larry Wright	Visiting Professor 2014-15 2015-16	Also adjunct professor at Columbia. Scholar of probability theory, statistics, and financial engineering. Teaches Precalculus at NYU Shanghai.

VIII. Visitors From Other Universities Who Will Teach at NYU Shanghai in 2015-16 (continued)

Rodrigo Zeidan	Visiting Assistant Professor 2014-15 2015-16	Also associate professor at Fundação Dom Cabral, Brazil. Scholar of industrial economics and international economics. Teaches Economics of Global Business at NYU Shanghai.
Almaz Zelleke	Visiting Assistant Professor of Politics	Phd, Harvard University, teaches Global Perspectives on Society and Social Science at NYU Shanghai
Mark Zheng	Visiting Assistant Professor of Chemistry	PhD, Rensselaer Polytechnic; teaches Foundations of Science at NYU Shanghai

IX. Visitors From Other Universities Who Taught at NYU Shanghai in Prior Years (if not shown in VIII above)

Douglas Abraham	Visiting Professor 2014-15	Emeritus professor at Oxford University. Scholar of statistical mechanics. Co-author or author of over 125 published articles. Taught Advanced Linear Algebra II at NYU Shanghai.
Marie Albenque	Visiting Professor 2013-14	CNRS researcher at École Polytechnique. Scholar of combinatorics in models of random trees, maps and graphs. Taught Analysis at NYU Shanghai.
Shmuel Bittner	Visiting Professor 2014-15	Professor emeritus at Ben-Gurion University. Scholar of synthetic organic chemistry. Taught Organic Chemistry at NYU Shanghai.
Pierlugi Contucci	Visiting Professor 2014-15	Professor at Università di Bologna. Scholar of mathematical physics and statistical mechanics. Many honors, including Max Planck Society Schloessman Prize; Istituto Cattaneo member. Taught Calculus Emphasizing Proofs at NYU Shanghai.
Thierry De Pauw	Visiting Professor 2014-15	Professor at Université Denis Diderot. Scholar of differential equations and geometric measure theory. Taught mathematics at NYU Shanghai
Nicola Di Cosmo	Visiting Professor 2014-15	Chaired professor at the Institute for Advanced Study, Princeton. Scholar of East Asia, particularly the history of nomadic peoples in East and Central Asia. Taught Intro to the Use of Scientific Data in Historical Research and The Mongols at NYU Shanghai.
Adrien Deloro	Visiting Assistant Professor 2013-14	Assistant professor at University of Paris 6, former assistant professor at Rutgers. Scholar of model and group theory. Taught Calculus at NYU Shanghai.
William Faris	Visiting Professor 2014-15	Professor emeritus at the University of Arizona. Scholar of mathematical physics, applied probability, and combinatorics. He has published over 50 articles in mathematics and mathematical physics. Taught Analysis at NYU Shanghai.
Magnus Fiskesjo	Visiting Associate Professor 2014-15	Associate professor at Cornell University. Scholar of anthropology. Former director of Museum of Far Eastern Antiquities, Stockholm. Taught Global Cultural Heritage at NYU Shanghai.
Scott Fritzen	Associate Provost 2013-14 2014-15	Professor at the University of Washington. Former interim dean of NYU Wagner, vice dean of National U of Singapore School of Public Policy. Scholar of public sector reform. Former Fulbright fellow. Several editorial boards. Taught Introduction to Policy Analysis at NYU Shanghai.
Alexander Goldenshluger	Visiting Professor 2014-15	Professor at the University of Haifa. Scholar of mathematical statistics. Taught Calculus at NYU Shanghai.
Michael Grubb	Visiting Assistant Professor 2014-15	Former postdoc at NYU NY. Scholar of attention, perception, and decision making. Taught Introduction to Neural Science at NYU Shanghai.

IX. Visitors From Other Universities Who Taught at NYU Shanghai in Prior Years (if not shown in VIII above) (continued)

Guillaume Hollard	Visiting Professor 2013-14	Professor at University of Paris 1 (Sorbonne). Scholar of combinatorics and probability and behavioral economics. Taught microeconomics at NYU Shanghai.
Nicolas Jacquemet	Visiting Professor 2013-14	Professor of economics at Université de Lorraine and associate professor at Paris School of Economics. Scholar of applied microeconomics and game theory. Taught Microeconomics at NYU Shanghai.
Ning Jiang	Visiting Associate Professor 2014-15	Associate professor at Tsinghua University. Scholar of hydrodynamics. Taught mathematics at NYU Shanghai.
Raphaël Lefevre	Visiting Professor 2013-14	Scholar of statistical mechanics and large deviations. Former professor at University of Paris Diderot. Taught Multivariable Calculus at NYU Shanghai.
Cedric Lesage	Visiting Associate Professor 2014-15	Associate professor at HEC School of Management. Scholar of financial accounting. Taught Principles of Financial Accounting at NYU Shanghai.
Eduardo Mayer-Wolf	Visiting Professor 2013-14	Professor at Israel Institute of Technology (Technion). Scholar of stochastic processes. Many honors, including member of the Israel Mathematical Union and American Mathematical Society. Taught Calculus at NYU Shanghai.
Paul-Andre Mellies	Visiting Associate Professor 2014-15	CNRS researcher, member of the Laboratoire PPS at the Université Paris Denis Diderot. Scholar of programming languages. Taught Computer Architecture at NYU Shanghai.
Alberto Minguez	Visiting Associate Professor 2013-14	Associate professor of mathematics at the Université Pierre et Marie Curie and the Ecole Normale Supérieure of Paris. Taught Calculus at NYU Shanghai.
Debdeep Mukhopadhyay	Visiting Associate Professor 2014-15	Associate professor at the Indian Institute of Technology Kharagpur. Scholar of cryptography and hardware security. Published two books and more than 100 articles. Taught Digital Logic at NYU Shanghai.
Sebastien Pouget	Visiting Professor 2014-15	Professor at Toulouse School of Economics. Scholar of financial markets. Previously taught at Princeton, Georgia State University. Scholar of financial markets. Taught Corporate Finance at NYU Shanghai.
Avraham Reznik	Visiting Professor 2014-15	On sabbatical from Yeshiva University. Scholar of physics. Previously taught at Israel Institute of Technology (Technion). Taught Foundations of Science at NYU Shanghai.
Orly Sade	Visiting Associate Professor 2014-15	Associate professor at Hebrew University. Scholar of behavioral and experimental finance. Former board member at Israel Securities Authority. Taught Foundations of Finance at NYU Shanghai.
Alina Sirbu	Visiting Assistant Professor 2014-15	Research assistant at University of Bologna. Scholar of complex systems modeling and machine learning. Taught Introduction to Computer Science at NYU Shanghai.

IX. Visitors From Other Universities Who Taught at NYU Shanghai in Prior Years (if not shown in VIII above) (continued)

Promethee Spathis	Visiting Associate Professor 2014-15	Associate professor at Université Pierre et Marie Curie. Scholar of internet technology and protocols. Taught Object-Oriented Programming at NYU Shanghai.
Ksenia Tatarchenko	Visiting Assistant Professor 2014-15	Former postdoc at Columbia. Scholar of transnational history of science and technology. Taught The Rise of Modern Science at NYU Shanghai.
Jianye Wang	Visiting Professor 2013-14	Director of Volatility Institute at NYU Shanghai. Former chief economist of Export-Import Bank of China; former division head at International Monetary Fund; current managing director of Silk Road Fund. Scholar of economics. Taught Modern China and the World Economy at NYU Shanghai.

APPENDIX 2

TO THE

TESTIMONY OF JEFFREY S. LEHMAN

Global Perspectives on Society – 2013-14

Syllabus

Course Description

In this two-semester course, we will explore a set of timeless questions about how society is, or should be, organized, as those questions have been explored by serious writers from different times and different cultures.

Each week, students will meet once in recitation sections with Global Postdoctoral Fellows, twice in writing workshops with Writing Faculty, and once as an entire class with Professors Lehman and Romer.

Course Objectives and Outcomes

The course will introduce students to writings that help to define what it means to be “well educated.” By engaging those writings, students will reflect repeatedly on several overarching questions, including how it is we know things to be “true,” whether ethical duties are universal or defined by context, and why it is certain texts have come to be thought of as “great.”

Over the course of the semester, students should enhance their abilities to read carefully and thoughtfully, to consider questions from more than one perspective, to participate in respectful and serious intellectual explorations of difficult questions, and to write essays that make effective and appropriate use of the ideas of others as they present the students’ own ideas to different audiences of readers.

Grading

50% of the grade will be determined by the Global Postdoctoral Fellows, and Professors Lehman and Romer, as follows: 15% will depend upon the first midterm examination, 15% upon the second midterm examination, and 20% upon the final examination. Examinations will be “in-class” and “open book.” Grades will reflect how well students are able to integrate an understanding of the readings and the general course themes into their responses to short-answer and essay questions.

550% of the grade will be determined by the writing faculty, who will assess your writing exercises, final essay assignments, and class participation. See your Writing Workshop syllabus for more information

Students will be penalized in their grades if they fail to attend the large class, recitation sections, or writing workshops, or if they present the ideas or words of others as their own without proper attribution.

Weekly Assignments

1. Strangers and Strangers (9/4)
 - a. “37 Who Saw Murder Didn’t Call the Police” (*The New York Times*, Mar. 27, 1964)
 - b. “China’s Bystander Effect” (*The New Yorker*, Oct. 18, 2011)
 - c. “The Murder They Heard” (Milgram & Hollander, *The Nation*, June 15, 1964).

2. Strangers and Strangers (9/11)
 - a. Plato, *Laws* (c. 360 BC) ¶¶ 949-951.
 - b. Immanuel Kant, *Groundwork of the Metaphysics of Morals* (1785), §§ 4:420-4:423, 4:427-4:431.
 - c. John Stuart Mill, *On Liberty* (1859) Ch. IV.
 - d. Adam Smith, *Theory of Moral Sentiments* (1759) ¶¶ I.I.1-3.

3. Strangers and Strangers (9/18)
 - a. Mozi, “Universal Love” (c. 400 BC).
 - b. Mencius, “No Man is Devoid of a Heart Sensitive to the Suffering of Others” (c. 300 BC).
 - c. Xunzi, “Man’s Nature is Evil” (c. 250 BC).

[Midterm 1]

4. Property, Labor, and Economic Exchange (9/25)
 - a. John Locke, *Two Treatises of Government* (1689), Second Treatise, Ch. V, ¶¶ 25-34, 45-47.
 - b. Sima Qian, “The Biographies of the Money Makers” (c. 100 BC).
 - c. Adam Smith, *The Wealth of Nations* (1776), pp. 505-15 (Kramnick ed.).

5. Property, Labor, and Economic Exchange (10/9)
 - a. Plato, *The Republic* (c. 380 BC), Part IV, Book 3, Sections 2-3.
 - b. *The Analects of Confucius* (c. 400 BC), Book 16. “No Worry for Little, Yet Worry for Uneven Apportionment.”
 - c. Karl Marx, *Wage Labor & Capital*; and *Capital, Vol. I* (1867), pp. 203-18, 351-61 (M-E Reader).
 - d. Friedrich Engels, *The Origin of the Family, Private Property and the State* (1884) Ch. IX.

6. Property, Labor, and Economic Exchange (10/16)
 - a. Friedrich Hayek, *The Road to Serfdom* (1944), ch. 4.
 - b. Robert Nozick, *Anarchy State & Utopia* (1974), pp. 149-182.
 - c. Deng Xiaoping, “Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai, and Shanghai” (1992).

7. Sovereignty, Law, and Rights (10/23)
 - a. Zisi, “The Doctrine of the Mean” (c. 420 BC), selected sections.
 - b. Aristotle, *Nicomachean Ethics* (c. 330 BC), Book VIII, Chs. 9-11.
 - c. Jean Bodin, *Six Livres de la Republique* (1576), Book I, Ch. 8.
 - d. Peter the Great, *Pravda Voli Monarshei* (1722), Ch. 15.

[Midterm 2]

8. Sovereignty, Law, and Rights (10/30)
 - a. Thomas Hobbes, *Leviathan* (1651), chs. XIII, XIV, XVII.
 - b. Montesquieu, *The Spirit of Laws* (1748), Book II, Chs. I-V.
 - c. Jean-Jacques Rousseau, *The Social Contract* (1762) Book 1, Chs. 6-8.
9. Sovereignty, Law, and Rights (11/6)
 - a. Hugo Grotius, *On the Law of War and Peace* (1625), Book I, Ch. 1.
 - b. Liang Qichao, “On Rights Consciousness” (1902).
 - c. Woodrow Wilson, “Fourteen Points” (1914).
10. Races, Ethnic Communities, and Nations (11/13)
 - a. Ernest Renan, “What Is a Nation?” (1882).
 - b. Franz Fanon, *The Wretched of the Earth* (1963), pp. 148-162.
 - c. Martin Luther King, “Letter from a Birmingham Jail” (1963).
11. Races, Ethnic Communities, and Nations (11/20)
 - a. Li Jing, “The Customs of Various Barbarians” (c. 1300).
 - b. Wang Fuzhi, “The Preservation of Chinese Political and Cultural Integrity” (c. 1670).
 - c. Kang Youwei, “Abolishing National Boundaries and Uniting the World” (1935, based on lectures in 1884).
12. War, Collective Violence, and International Relations (11/27)
 - a. Sun Zi, *The Art of War* [selections] (c. 500 BC), Ch’s 1-4.
 - b. Thomas Aquinas, *Summa Theologica* (1274), Part 2, Q. 40.
 - c. Carl von Clausewitz, *On War* (1832), Ch. 1.
13. War, Collective Violence, and International Relations (12/4)
 - a. Mozi, “The Condemnation of War” (c. 400 BC).
 - b. Leo Tolstoy, “Letter to a Noncommissioned Officer” (1898).
 - c. Mohandas Gandhi, “On Passive Resistance” (1938).
14. Concluding Session of Fall Semester (12/11) (no readings)

15. Introductory Class of Spring Semester (2/10) (no readings)
16. Women and Men (2/17)
- Virginia Woolf, A Room of One's Own, Chapter 3 (1929)
 - Betty Friedan, The Feminine Mystique, pp. 224-238 (1977)
 - Paul Theroux, "Being a Man," from Sunrise with Seamonsters (1985)
 - Catharine MacKinnon, Feminism Unmodified: Discourses on Life and Law, pp. 21-28 (1988)
17. Women and Men (2/24)
- Qasim Amin, The Liberation of Women, pp. 3-10 (1899)
 - He Yin-Zhen, "On the Question of Women's Labor," pp. 72-91 (1907)
 - Geert Hofstede, Gert Jan Hofstede, and Michael Minkov, Cultures and Organizations, pp. 135-145 (2010)
18. Gods and Mortals (3/3)
- The Bhagavad-Gita, Barbara Miller Introduction pp. 1-12, and Teachings 7 through 12
 - The Snorr Edda – Anderson Translation, excerpts
19. Gods and Mortals (3/10)
- Emile Durkheim, selections from Chapter 2 of The Elementary Forms of Religious Life (1912)
 - Sigmund Freud, selections from Chapter 3 of Totem and Taboo (1913)
20. Ancient Philosophies and Historiographies (3/17) (guest professor Tom Bender)
- Readings for General Background:
- Herodotus, Histories, Book I, chapters 1-5; Book II, chapters 15, 35-58.
 - Sima Qian, Records of the Grand Historian (1994 edition), excerpts.
 - Plato, The Republic, Book VII, "The Allegory of the Cave."
 - Aristotle, Metaphysics, Book I, Part 1.
- Readings for Close Reading:
- William McNeill, The Shape of European History (1974), 3-17.
 - Dipesh Chakrabarty, Provincializing Europe: Postcolonial Thought and Historical Difference (2000), 3-16.
21. Idealism and Modern Historiography (3/24) (guest professor Tom Bender).
- Charles A. Beard, "History as an Act of Faith," American Historical Review, 39 (1934), 219-31.
 - James Kloppenberg, "Objectivity and Historians: A Century of Historical Writing," American Historical Review, 94 (1989), 1010-1030.
 - Thomas Nagel, The View From Nowhere (1986), 3-12, 19-22, 25-27.
 - Charles Larmore, "History & Truth," Daedalus, (2004), 46-55.

22. Religion and Science (3/26) (guest professor David Hollinger).
- The Bible, Genesis, Chapters 1-9.
 - Who Wrote the Bible?, pp. 54-59.
 - Benjamin Jowett, selections from Essays and Reviews (1860).
 - The Bible, John, Chapter 8, verses 2-11.
23. Religion and Science (3/31) (guest professor David Hollinger).
- Charles Darwin, On the Origin of Species, concluding pages (1859).
 - International Council on Biblical Inerrancy, The Chicago Statement on Biblical Inerrancy (1978).
 - Amicus Curiae Brief of 72 Nobel Laureates, et al., in Support of Appellees in Edwards v. Aguillard, excerpts (1986).

MIDTERM EXAMINATION – April 14

24. Parents and Children (4/21)
- Xiao Jing, The Classics of Filial Piety (722), Chapters 1-7.
 - Guo Jujing, The Twenty-Four Paragons of Filial Piety (~ 1300), Examples 1-5.
 - Fei Xiaotong, From the Soil (1947), pp. 80-86.
25. Parents and Children (4/28)
- James Fishkin, Justice, Equal Opportunity, and the Family (1983), pp. 1-10, 22-23, 30-32, 35-36, 39-41.
26. Humans, Other Species and the Environment (5/5)
- Lao Zi, Dao de Jing (~550 BC), Stanzas 1-2.
 - Aldo Leopold, A Sand County Almanac (1949), pp. 129-133.
 - Rachel Carson, Silent Spring (1962), pp. 5-13.
27. Humans, Other Species and the Environment (5/12)
- Peter Singer, Animal Liberation, pp. 185-191, 200-212.
 - Gregory Berns, Dogs are People, Too (New York Times, Oct. 5, 2013).
28. Conclusion (5/19) (no readings)

FINAL EXAMINATION – May 27

Global Perspectives on Society – 2014-15

Syllabus

Course Description

In this two-semester course, we will explore a set of timeless questions about how society is, or should be, organized, as those questions have been explored by serious writers from different times and different cultures.

Each week, students will meet once as an entire class with Professor Lehman, once in recitation sections with Global Postdoctoral Fellows, and twice in writing workshops with Writing Faculty.

For grading and administrative purposes, the course will be broken into two elements: Global Perspectives on Society, and Global Perspectives on Society Writing Workshop.

Course Objectives and Outcomes

The course will introduce students to writings that help to define what it means to be “well educated.” By engaging those writings, students will reflect repeatedly on several overarching questions, including how it is we know things to be “true,” whether ethical duties are universal or defined by context, and why it is certain texts have come to be thought of as “great.”

Over the course of the semester, students should enhance their abilities to read carefully and thoughtfully, to consider questions from more than one perspective, to participate in respectful and serious intellectual explorations of difficult questions, and to write essays that make effective and appropriate use of the ideas of others as they present the students’ own ideas to different audiences of readers.

Grading

Students will receive two semester-hours of credit for Global Perspectives on Society. Grades will be determined by the Global Postdoctoral Fellows, and Professors Lehman, based upon examination performance and class participation.

Students will also receive two semesters of credit for the Global Perspectives on Society Writing Workshop. Grades will be determined by the writing faculty, who will assess your writing exercises, final essay assignments, and class participation.

Weekly Assignments

Fall 2014

1. Introduction (9/1)
2. Human Nature (9/5)
 - a. Smith, Adam. The Theory of Moral Sentiments. Eds. D.D. Raphael and A.L. Macfie. Glasgow Edition of the Works and Correspondence of Adam Smith Vol. 1. Indianapolis: Library Fund, 1982. Pp. 60-63. Downloaded from Online Library of Liberty 29 May 2014.
 - b. Xunzi. “Man’s Nature is Evil.” Xunzi: Basic Writings. Trans. Burton Watson. New York: Columbia University Press, 2013. Pp. 161-168.
3. Partiality and Impartiality (9/15)
 - a. Mozi. “Universal Love.” Sources of Chinese Tradition. 2nd ed. Eds. Wm. Theodore de Bary and Irene Bloom. New York: Columbia University Press, 1999. Pp. 64-66, 69-72.
 - b. Wolf, Susan. “Morality and Partiality.” Philosophical Perspectives 6 (1992): Pp. 243-259. Downloaded from JSTOR 25 May 2014.
4. Categorical Imperative and Utilitarianism (9/22)
 - a. Kant, Immanuel. Groundwork of the Metaphysics of Morals. Revised Edition. Trans. & Ed. Mary Gregor and Jens Timmermann. Cambridge: Cambridge University Press, 2012. Cambridge Books Online. 33-36, 39-43. Downloaded 29 May 2014.
 - b. Bentham, Jeremy. The Utilitarians: An Introduction to the Principles of Morals and Legislation. Garden City, NY: Doubleday, 1961. Ebook.
5. Midterm Examination 1 (9/29)
6. Relativism and Universalism (10/6)
 - a. Rachels, James. “The Challenge of Cultural Relativism.” The Elements of Moral Philosophy. 3rd ed. New York: McGraw-Hill, 1999. 20-36. Print.
 - b. Pinker, Steven. “The Moral Instinct.” New York Times Magazine 13 Jan. 2008. Pp. 32-37, 55-56, 58. Downloaded from ProQuest 29 May 2014.
7. Obedience and Resistance (10/13)
 - a. Milgram, Stanley. “The Perils of Obedience.” Harper’s 247.1483 (Dec. 1973). Pp. 62-66, 75-77. Downloaded from ProQuest 25 May 2014.
 - b. Blum, Lawrence. “Altruism and the Moral Value of Rescue.” Embracing the Other. Ed. Pearl M. Oliner, et al. New York: NYU Press, 1992. Downloaded from MUSE 27 May 2014.

8. Filial Piety (10/20)

- a. Confucius, Xiao Jing. "The Classics of Filial Piety." China the Beautiful. Dr. Ming L. Pei, n.d. Downloaded 2 June 2014.
- b. Jacobs, Andrew and Adam Century. "As China Ages, Beijing Turns to Morality Tales to Spur Filial Devotion." NYTimes.com. New York Times Company, 5 Sept. 2012. Downloaded 25 May 2014.
- c. Rickles-Jordan, Andrea. "Fillial Responsibility: A Survey Across Time and Oceans." Marquette Elder's Advisor 9.1 (2007): 188-193. Marquette University's Elder Law Commons. Downloaded 25 May 2014.
- d. English, Jane. "What Do Grown Children Owe Their Parents?" Aging and Ethics. Ed. Nancy S. Jecker. New York: Humana Press, 1991. Pp. 147-154.

9. Global Trade (10/27)

- a. Ricardo, David. On the Principles of Political Economy and Taxation. 1817 (3rd ed'n 1821).
- b. Donald J. Boudreaux. "Comparative Advantage." The Concise Encyclopedia of Economics. 2008.
- c. Jonathan Harris, et al. "Environmental Impacts of Trade," in The Encyclopedia of Earth (2013).

10. Midterm Examination 2 (11/3)

11. Global Poverty (11/10)

- a. Singer, Peter. "Famine, Affluence, and Morality." Philosophy & Public Affairs 1.3 (1972): 229-243. Downloaded from JSTOR. 25 May 2014.
- b. Hardin, Garrett. "Lifeboat Ethics: The Case against Helping the Poor." The Garrett Hardin Society. (10 June 2003). Downloaded. 2 June 2014.
- c. Yunus, Muhammad. "Nobel Lecture." Nobel Media AB 2013. Downloaded from Nobelprize.org. 2 June 2014.

12. Duties to the Earth and Future Generations (11/17)

- a. Carson, Rachel. Silent Spring. New York: Mahony & Roese Inc, 1962. Pp. 5-13.
- b. Leopold, Aldo, and Charles W. Schwartz. A Sand County Almanac, and Sketches Here and There. New York: Oxford University Press, 1949. Pp. 129-133.
- c. Bloom, Paul. "Natural Happiness." New York Times Magazine Apr 19, 2009. Pp. 11-3. Downloaded from ProQuest 2 June 2014.

13. Animal Rights and Our Responsibility (12/1)

- a. Regan, Tom. "The Case for Animal Rights." In Defence of Animals. Ed. Peter Singer. New York: Blackwell, 1985. Pp. 13-26.
- b. Sridhar, M.K. and Purushottama Bilimoria. "Animal Ethics and Ecology in Classical India—Reflections on a Moral Tradition." Indian Ethics: Classical Traditions and Contemporary Challenges Vol. 1. Ed. Purushottama Bilimoria, Joseph Prabhu, and Renuka Sharma. Hampshire, England: Ashgate, 2007. Pp. 297-299, 317-324, 326-328.

- c. Epstein, Richard A. "The Next Rights Revolution?" The National Review. 8 November 1999. Pp. 44-46.
- d. Siebert, Charles. "The Rights of Man ... and Beast." New York Times Magazine Apr 27 2014. Pp. 28,33, 49-50, 53-54. Downloaded from ProQuest 2 June 2014.

14. Conclusion (12/8)

Weekly Assignments

Spring 2015

1. Equality (1/26)
 - a. James Fishkin, Justice, Equal Opportunity, and the Family (1983), pp. 1-10, 22-23, 30-32, 35-36, 39-41 (to skim).
2. Gender Equity, Part I (2/2) (Guest Catharine MacKinnon).
 - a. John Stuart Mill, The Subjection of Women (1869) (excerpts).
 - b. Virginia Woolf, A Room of One's Own (1929), chapter 3.
 - c. Kate Millett, Sexual Politics (1970), chapter 2.
 - d. Li Xiaojiang, The Progress of Humanity and Women's Liberation (1983).
3. Gender Equity, Part II (2/9) (Guest Catharine MacKinnon)
 - a. Andrea Dworkin, Our Blood (1976), chapter 9.
 - b. Andrea Dworkin, Right-Wing Women (1978), chapter 6.
 - c. John Stoltenberg, Refusing To Be a Man (1989), chapter 2.
 - d. Catharine MacKinnon, Feminism Unmodified: Discourses on Life and Law, (1987), Introduction.
 - e. Catharine MacKinnon, "Sex Equality in Global Perspective" (2015).
4. Systems of Belief (3/2)
 - a. Aristotle, Metaphysics Book 12.
 - b. Clifford Geertz, The Interpretation of Cultures (1993), excerpts from Chapter 4.
5. Religion and Science, Part I (3/11) (Guest David Hollinger).
 - a. The Bible, Genesis, Chapters 1-9 (King James Version).
 - b. Richard Elliott Friedman, Who Wrote the Bible? (1987), pp. 54-59 (The Flood, distinguishing J and E text).
 - c. Benjamin Jowett, selections from Essays and Reviews (1860).
 - d. The Bible, John, Chapter 8, verses 2-11 (King James Version).
6. Religion and Science, Part II (3/16) (Guest David Hollinger).
 - a. Charles Darwin, On the Origin of Species, concluding pages (1859).
 - b. William James, The Will to Believe (1896).
 - c. International Council on Biblical Inerrancy, The Chicago Statement on Biblical Inerrancy (1978).
 - d. Kitzmiller v. Dover Area School District, 500 F. Supp. 2d 707 (M.D. Pa. 2005), Section 4 and Conclusion.
 - e. Richard Dawkins and Jerry Coyne, "One Side Can Be Wrong," The Guardian (September 1, 2005).

7. The Individual and Property (3/23)
 - a. Thomas Hobbes, Leviathan (1651), chs. XIII, XIV, XVII.
 - b. John Locke, Two Treatises of Government (1689), Second Treatise, Ch. V, ¶¶ 25-34, 45-47.

8. Capitalism, Communism, and Contradiction (3/27)
 - a. Adam Smith, The Wealth of Nations (1776), pp. 505-15 (Kramnick ed.).
 - b. Karl Marx, Wage Labor and Capital; and Capital, Vol. I (1867), pp. 203-18, 351-61 (M-E Reader).
 - c. Mao Zedong, On Contradiction (1937).

9. Midterm Examination (3/30)

10. Relativism (4/13) (Guest Anthony Appiah)
 - a. Bernard Williams, "The Truth in Relativism," Proceedings of the Aristotelian Society Vol. 75 (1975), pp. 215-228.
 - b. Kwame Anthony Appiah, "Relativism and Cross Cultural Understanding," in Michael Krausz (ed.), Relativism (2010), pp. 488-500.

11. Global Citizenship (4/17) (Guest Anthony Appiah)
 - a. Kwame Anthony Appiah, "Education for Global Citizenship," chapter 6 of Yearbook of the National Society for the Study of Education (Vol. 107, Issue 1, 2008).
 - b. The Hong Kong Curriculum Development Council, Moral and National Education: Curriculum Guide, excerpts (April 2012).
 - c. Kwame Anthony Appiah, "Presentation" at *Conference on Moral and National Education at Hong Kong University* (from author) (2012).

12. The Twenty-First Century, Part I (4/24)
 - a. Thomas Piketty, Capital in the Twenty-First Century (2014) (translated by Arthur Goldhammer), chapter 7.
 - b. Prabhat Patnaik, "Capitalism, Inequality, and Globalization: Thomas Piketty's Capital in the Twenty-First Century (conference paper 2014), http://www.economicpolicyresearch.org/images/INET_docs/publications/2014/Patnaik_paper1_PikettySymposium.pdf.

13. The Twenty-First Century, Part II (5/4)
 - a. Erik Brynjolfsson and Andrew McAfee, The Second Machine Age (2014), chapters 6-9.
 - b. Hazel Henderson, "Review of 'The Second Machine Age'," Seeking Alpha (April 4, 2014), <http://seekingalpha.com/article/2126193-review-of-the-second-machine-age>.

14. Conclusion (5/11)

APPENDIX 3

TO THE

TESTIMONY OF JEFFREY S. LEHMAN

“The Value of American Liberal Education on Chinese Soil”

**Keynote Address to
The 2013 Columbia China Prospects Conference**

Jeffrey S. Lehman

October 5, 2013

It is a privilege for me to speak with you at the opening of the Fourth Annual CCPC. The organizers of this conference have assembled an enormously ambitious program for you. Over the next two days you will have the opportunity to consider a wide variety of economic, political, social, and cultural topics, through the lens of a highly engaging theme, “Explore the Value of China.”

This morning I will attempt to “explore the value of China” from the perspective of an American educator. For the past 26 years, I have had the privilege of participating in some of America’s finest research universities’ pursuit of three important missions: teaching, research, and public service. Since my first visit to China in 1998, I have believed that at this moment in history America’s finest research universities can benefit greatly in each of those missions if they choose to engage actively with China.

So that you might properly situate my perspective on this topic, I should take a few moments to describe the five different forms that my experience of engagement with China as an American educator has taken over the past 15 years.

First, as dean of the University of Michigan law school, I helped to develop opportunities for Michigan professors to teach students at Peking University and at Tsinghua University. Second, as president of Cornell University, I helped to develop joint initiatives with Peking University, Tsinghua University, China Agricultural University, and the

China Academy of Sciences to give Cornell students and professors new opportunities to study, teach, and conduct research in China, and also to bring greater numbers of students and faculty from China to Cornell.

Third, as president of the Joint Center for China-US Law & Policy Studies, I worked with Peking University and the Beijing Foreign Studies University to support research conferences relating to different dimensions of the rule of law. Fourth, as Chancellor and Founding Dean of the Peking University School of Transnational Law, I had the chance to help a Chinese university, Peking University, to establish a new school at which some of the best professors from the world's best law schools (including Columbia) now provide an American-style legal education to the very best students in China.

And now, as Vice Chancellor of NYU Shanghai, I am helping to establish the first Sino-American Joint Venture Research University. NYU Shanghai is portal campus of New York University, where a community of students that comes half from China and half from the rest of the world, receive a true liberal education. Typically these students will spend 3 years studying on the Shanghai campus and 1 year studying at other campuses of NYU – here in New York, and all around the world.

Like any top research university, NYU Shanghai offers its students rigorous education in the humanities, social sciences, natural sciences, and certain professional disciplines, while supporting important, original research that advances the project of human understanding. But two features make NYU Shanghai truly unique. First, it forges an intellectual bridge between China and the United States of unprecedented scale. Over the next decade we will move hundreds of professors and thousands of students back and forth across the Pacific, and I am confident that every single one of them will be transformed by the journey. Moreover, a key part of our intellectual mandate is to facilitate serious thought about the relationship between China and the rest of the world – past, present, and future. Second, NYU Shanghai creates a uniquely powerful environment in which to understand and develop the skills of cross-cultural understanding, communication, and cooperation. Our students are drawn from 34 countries around the world. Every Chinese student has a non-Chinese roommate, and vice versa. And every day we think

and talk – both in class and outside class – about the ways in which people raised in different cultures hold worldviews and even cognitive frames that are simultaneously similar and different.

My primary goal this morning is to “explore the value” of projects such as these, and I will do that in two steps. First, I will explain why I believe that the value cannot be economic; it must be the promotion of universities’ nonprofit mission, and I believe that from this perspective the value can indeed be enormous. Second, I will respond to some commentators who have suggested that the nature of China today dramatically diminishes that value, and may even create harms that overwhelm any residual benefits which may remain.

So, first, why do I believe the value of projects such as these cannot be economic? Why don’t I think American universities should see China as a “market opportunity,” a potential source of revenues that will strengthen the university’s activities here in the United States?

It is useful here to distinguish between two different conceptions of how an economic benefit might be created – a “subsidy” view and an “economies of scale” view. Under the subsidy view, the revenues that could be obtained through activity in China might exceed the costs of producing those revenues. Those net profits could be shipped back to the “primary campus” back “home” in America. Under the “economies of scale” view, the activities in China would not produce profits, but they would at least allow the fixed costs of operating the university to be spread over a larger base, so that all of the university’s activities worldwide could be carried out more efficiently, including those in America.

The subsidy view should be dismissed out of hand. America’s great research universities are not-for-profit organizations whose tuition revenues do not begin to approach the costs of the teaching, research, and service they provide. Those activities are heavily subsidized – through government grants and private philanthropy. In order for activities in China to be profitable, the university would have to be providing a vastly cheaper imitation of what it does in America. There is no reason for Chinese students, governments, or philanthropists to pay inflated prices to obtain such an inferior service – indeed, it is somewhat offensive to

believe that they should be asked to. And even if it were possible to operate in this manner, the university would be seriously damaging its reputation for quality worldwide.

The economies-of-scale view is also, in my opinion, seriously flawed. To be sure, universities do reap some economies of scale whenever they grow. But at the level of scale we are talking about the vast bulk of the costs of operating a university are marginal costs, not fixed costs. Thousands more students require hundreds more professors and support staff, not to mention computers, and overseas operations entail a need for more academic administrators as well. And while some things are certainly less expensive in China (food, for example), global operations entail additional “network costs” (most notably travel) that fully devour any scale economies that might exist. In fact, an American university must exercise enormous discipline if it wishes to produce the same teaching, research, and service value on a China campus as it does on its home campus using the same mix of tuition, government support, and philanthropy that it uses here.

If the value to a great American research university of engaging in China is not economic, what is it? Please return with me to our *raison d'être*. Great research universities exist to serve humanity through teaching, research, and public service. We can do all of those things better if we are in China.

Our teaching impact can be greater if we extend the virtues of our *existing pedagogies* – the virtues of liberal education, and the virtues of a system that requires students to be active rather than passive learners – into the world’s largest country. Just as importantly, our teaching impact can be greater if we use a China presence to *improve* our existing pedagogies, so that they are more authentically multicultural. Our deeper understanding of how to incorporate a substantive Chinese perspective into our classes, as well as our deeper understanding of how best to teach the skills of multicultural cooperation, can undoubtedly improve the quality of teaching that we offer on our American campuses.

Our research impact can also be greater if we are present in China. China holds the promise of an important, new, fertile research environ-

ment. The country has reached a point of developmental take-off where it is now able to invest significant human and financial resources into the quest for deeper understanding. Whether one is interested in history, philosophy, economics, neural science, data science, urbanization, or solar energy, China is an enormously promising place to be.

And what about our public service impact? As every participant in this conference is well aware, the entire world has a powerful interest in seeing China successfully complete the dramatic change that is underway. Over the past 35 years China has remade itself economically, socially, culturally, and politically, but the process of reform and opening up still has an enormous distance to go. Every day, China's political leaders talk publicly and privately about a set of topics that include the rule of law, corruption, environmental pollution, internal migration, income inequality, and innovation. A great research university has much to contribute to those efforts as part of its mission of service to humanity.

Teaching, research, and service – not money – are the so-called “value proposition” that justifies an American university's engagement with China today. To my eyes, that value is enormous. And yet one does not have to look far to find commentators who challenge that value, sometimes vociferously.

The criticism looks like this:

“China has grave problems that reduce the potential benefits to a university's teaching, research, and service. Moreover, engaging China causes independent damage that outweighs any residual benefits that might remain.”

What are the problems that concern these commentators? The most frequently mentioned are one-party rule by a Communist Party, restrictions on citizens' access to information through the Great Firewall of China, restrictions on citizens' ability to criticize the government, and state-conducted, state-supported, or state-tolerated violence towards political dissenters. Depending on the critic, these primary concerns may be supplemented by others, including pollution; income inequality; disrespect for intellectual property; discrimination based on ethnicity, gender,

or sexual orientation; intolerance for political secession movements; the death penalty; and compulsory military training.

To take these criticisms seriously, it is important to understand the *mechanisms* by which (a) such problems could diminish the value I have described in the areas of teaching, research, and service, and/or (b) a university that engages a country with such problems might cause independent harms that would offset any residual value from engagement. It appears that the critics are relying on four different mechanisms. Three of those mechanisms – which I shall refer to as the *impossibility* claim, the *taint* claim, and the *fragility* claim – concern ways in which work in China might not produce the teaching, research, and service value I have described. The fourth mechanism – which I shall refer to as the *legitimation* claim – concerns a way in which work in China might cause independent harm.

The most important claim is the impossibility claim. According to its proponents, it is *impossible* for an American university in China to operate with the robust academic freedom that is necessary for it to provide students with a liberal education, to engage in valuable research, or to provide meaningful public service. If this argument had merit, it would surely make no sense for an American research university to operate in China. For that reason, the argument warrants a careful response.

Let me be clear about what robust academic freedom entails. It calls for unfettered freedom on the part of university community members to read and discuss ideas and arguments, even if those ideas and arguments are objectionable to individuals who hold public or private power within the society.

In my opinion, part of the greatness of American research universities has derived from their overall success in providing sufficiently robust academic freedom. The word “sufficiently” is important. American research universities have not in the past and do not today provide *perfectly* robust academic freedom. We must never forget the McCarthy years; for those of you who are interested in reading about craven behavior during that era by putative champions of academic freedom, I commend to you Stephen Aby’s article, “Discretion over Valor: The AAUP During the

McCarthy Years,” *Am. Ed. History Journal* (Jan. 1, 2009). More recently, I have sometimes during my own career seen American universities fail to live up to their ideals in the context of discussions about race, religion, sex, money, and politics. On balance, however, the record has been good enough for American universities to deliver in their core domains of teaching, research, and service.

And what about China?

The overall record is surely not, on average, as good as it has been, on average, in America. But is it impossible for an American university to operate with an academic freedom that is sufficiently robust to provide value in teaching, research, and service?

In my experience, there appears to be substantial variation among universities in China. At China’s less prominent universities, mechanisms of censorship and self-censorship can inhibit campus discussion in ways that I find troubling. At China’s best universities, however, the story is different.

At China’s best universities, for example, the vast majority of students and faculty have the technological means to “tunnel under” the primary restriction on access to information, the so-called “Great Firewall.” At such universities so-called “sensitive” topics are discussed openly, professors are known to stand up in front of large classes and blast both the government and the Communist Party, and dormitory discussion is intense and furious. To be sure, discussion is sometimes couched in what might be called “the Chinese style” – metaphorical and indirect rather than explicit. But even then nobody is confused about what is intended. Just as often the discussion is fully in “the American style” – blunt and explicit.

All of this holds especially true at the schools where I have been engaged, the Peking University School of Transnational Law and NYU Shanghai. At the School of Transnational Law, the legal director of the ACLU of Southern California teaches about the First Amendment every year, and the former president of the American Bar Association teaches about international human rights litigation. Class discussion is completely unrestrained, and nobody from the government or the Communist Par-

ty says, “Boo.” At NYU Shanghai I teach Adam Smith and Friedrich Hayek alongside Karl Marx and Friedrich Engels, students and faculty discuss “sensitive” topics every day, and nobody says, “Boo.”

The impossibility claim is demonstrably false. It is simply indefensible for commentators to persist in making this claim when they have never bothered to set foot on these campuses. It is deeply disappointing to see the claim revived every time a powerful person in China voices unhappiness with academic freedom. (Once again, it is important not to compare China with an idealized fantasy about America; a number of U.S. government officials and American donors contacted me to object to something that a Michigan faculty member had said and asked for that person to be dismissed.) It is equally disappointing to see the claim revived every time a faculty member in China insists that his or her academic freedom has been violated, without any investigation into whether the faculty member’s insistence is justified. (Again, such incidents are a matter of course in American university life, but they do not trigger the impossibility claim with respect to our universities.)

Let me be clear. The fact that the impossibility claim is false does not mean that we should be making the opposite mistake – some kind of “inevitability claim.” It is surely possible that, in the future, an American university attempting to teach in China might face academic freedom problems that are different in kind from the academic freedom problems they face in America. If that were to happen, the value proposition would be negated and the university should leave. But I do not expect to be leaving any time soon.

Before going on to the other three claims, I want to identify a confusion about academic freedom that may undergird some of the commentators’ statements. Academic freedom is about the freedom to be an academic – the freedom to live a scholarly life among a community of students and teachers. It is not the same thing as freedom of political expression – the freedom to speak without interference to people outside the scholarly community.

Robust academic freedom does not give students and faculty “bubbles” that provide them a privileged status within the larger society.

They have no exemption from legal rules, whether they pertain to the military draft, the drinking age, or immigration, no matter how objectionable those rules might be. And they have no special privileges when it comes to writing things on social media that are broadcast to the broader society.

Once again, let me be clear. I believe that societies are generally *better* societies if they provide *broader* protection for political expression. (I also believe that those societies are better societies if they permit gay marriage and restrict access to guns.) But I do not believe the absence of protection for political expression in the larger society eviscerates the *university's* capacity to provide its students with a liberal education or its faculty with a full life of the mind.

So much for the impossibility claim. I will be much briefer in my discussion of the taint claim, the fragility claim, and the legitimization claim.

Let me take the taint claim and the fragility claim together. The taint claim is about *moral contamination*. It holds that a university can lose its own fundamental goodness if it chooses to set up shop in a place that does bad things. The fragility claim holds that the difficult work of intellectual inquiry requires a supportive environment. It suggests that living in a flawed society creates a daily *cognitive dissonance* that ultimately shatters one's capacity for serious critical thought. The taint claim and the fragility claim are different, but they each suggest that American universities should not operate in flawed countries, even if those countries guarantee academic freedom.

I find both these claims to be deeply troubling. They are grounded in a ridiculously ahistorical fantasy about America. By promoting that fantasy they commit a quadruple harm: they fuel among Americans an enormously destructive and empirically indefensible attitude of moral superiority, they undermine appreciation for the quality that has long defined America's true greatness, they diminish appreciation for the capacity of great universities to overcome adversity, and they understate the ways that great universities can contribute to the larger project of social improvement.

What land gave birth to Columbia University in 1754? A colony ruled by a monarch, a land of taxation without representation, where general writs of assistance enabled the well connected to enter a home and terrorize its occupants at will.

What land gave birth to New York University in 1831? A nation where some people owned others as chattel slaves, a nation that was in the process of driving its natives onto reservations, a nation that would, a century later, force some of its citizens into internment camps while sustaining a comprehensive structure of school and housing segregation for others.

What land gave birth to Cornell University in 1865? A nation where no woman could vote, married women could not own property, and contraception was banned. A nation whose twentieth century history featured bans on interracial marriage, sterilization of the mentally ill, and the use of dogs, water cannons, and prisons to silence protests against racial inequality and war.

These great universities, bastions of academic freedom, have thrived in a nation that today continues to impose the death penalty, to water-board prisoners of war, and to prohibit gays from marrying. It is a nation whose governmental processes have historically featured Tammany Hall in New York and Daley's machine in Chicago and whose government today is shut down in part because voting districts are gerrymandered to protect officials from democratic accountability.

Please do not misunderstand me. This litany is *not* intended to prove that America is a bad country. It is certainly not intended to prove that China and America are the same.

My point here is that critics make an egregious error when they suggest that a great research university can exist only in an idealized land. America was not formed as a perfect society. Its greatness has always resided in its aspiration to become a *more perfect* union. America's universities have not been tainted by America's imperfections, and they are not so fragile that they could not thrive despite them.

Indeed, America's universities have been an important part of America's progress. American universities do not hold any *institutional* duty to fix the nation's larger problems. They do not operate as shadow governments, speaking out *as universities* in favor of alternative policies.

But America's universities do promote progress *vicariously*, through the words and deeds of their students, their faculty members, and their graduates. Throughout our history, ideas formulated and developed on our campuses have taken root in the larger society. Young people trained in our classrooms have gone on to lead the process of creative evolution that has brought us to our present situation.

Does this mean that the participation of universities like ours in other, less perfect societies will cause them to become more like America? Not necessarily. I do, however, believe that, as long as the fundamentals of academic freedom are respected, they will not be tainted and they will not crumble; rather, they will help other countries to better achieve their highest potentials.

The fourth claim – the legitimation claim – moves in a different direction. Instead of suggesting that a bad environment will keep an American university from thriving, it suggests that even if the university thrives it will do so at an intolerable price. It suggests that, merely by their presence, American universities are implicitly blessing all the practices of the government that hosts them, thereby strengthening that government's grip on power and ultimately doing harm to the larger society.

It is important to recall once more that American universities do not carry an *institutional* duty to fix America's flaws. They play their part in social progress by teaching, conducting research, and providing public service, without making the nation's structural flaws worse. Their silence as institutions in the face of national problems did not legitimate those problems. Their status as places for critical thought helped to pave the path towards improvement. Analogous principles should govern the activity of American universities in China.

To be sure, American universities *have* been tainted when they actively aligned themselves with indefensible conduct. When they imposed Jewish quotas and loyalty oaths, their ethical fragility was exposed. So,

too, if an American university were to engage in or apologize for immoral practices in any country, it would be rightly open to criticism. It does not follow, however, that a university should refrain from entering onto troubled soil.

* * *

This conference calls upon us to “explore the value of China.” For a great American research university, that value is potentially enormous – for the university itself, its students, and its faculty, and for the larger societies of the United States and China. I am delighted that NYU has taken the lead in developing that value and has not been deterred by intellectually sloppy criticisms. I am equally delighted that, last month, Duke University was granted approval to develop that value in its own, distinctive way. It is my fervent hope that in the years to come more American universities will step forward and participate in this vital process of building ever-stronger intellectual bridges between the two most important countries in the world.

APPENDIX 4

TO THE

TESTIMONY OF JEFFREY S. LEHMAN

Universities in a Complex World

by Jeffrey S. Lehman

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Universities are not monasteries. To teach, conduct research, and contribute to the world, they forgo isolation from impurity. They push themselves to engage directly with flawed people and institutions, trying to ensure that their activities do good and not evil.

The mission can be challenging. What if someone who misbehaved wishes to atone by endowing a scholarship for impoverished students at a university? Is it OK to accept such a gift and to honor the donor? As a general principle, yes. As long as the donated funds were not the fruits of criminal behavior, and as long as the university does not bless the misbehavior, it is generally better that the university do good by helping the poor than that it seek isolation from impurity. But the essential caveat— not blessing the donor’s misbehavior—can sometimes be tricky business.

This challenge does not arise only in the context of individual donors. Universities must confront similar questions whenever they are active in a country where the government misbehaves.

Again, the guiding principles seem fairly clear. On the one hand, the university must not be an active participant in odious behavior. It must not provide the mechanisms for implementing intolerable policies. And it must not grant its blessing to such misconduct.

On the other hand, universities as institutions have no general duty to speak truth to power. Silence in the face of government action is not endorsement. If, for example, the American government engages in waterboarding, racial profiling, regressive taxation, or wasteful farm subsidies, universities properly stand mute. Their missions are in the domains of teaching, research, and public service; the general watchdog role belongs with individual members of their communities.

Nonetheless, things sometimes get messy. Some forms of odious behavior by governments do call for a response from the university as an institution. Think of government actions that, as applied in practice, meaningfully disrupt the core functions of the university. What kind of disruption triggers this responsibility? And what kind of response is called for?

In these situations, a university's leaders cannot escape the task of highly contextualized, case-specific analysis. Even important general values often have blurry boundaries, especially when they conflict with one another.

Consider, for example, the freedoms enjoyed by American college students. If a government denies them access to alcohol or pornography, is that inconsistent with the university's core mission? What about access to Wikileaks? What about access to hate speech? What about access to criticisms of the host government?

If a university's leaders do conclude that government action is odious and undermines its mission, calibrating an appropriate response can also be excruciatingly difficult. "Going public" with a protest is sometimes more effective than working behind the scenes, but it is perhaps more often less effective. "Forcing the issue" early is sometimes more effective than patience, but it is perhaps more often less effective.

It bears mention that a university leader's primary responsibility in such circumstances is to be as effective as possible. That means silently withstanding the criticisms of those who demand public proof that the university is not being cowardly (or even complicit) in the face of odious behavior, if public statements might undermine the effectiveness of private efforts that are under way. It also means, however, that such leaders are well advised to maintain careful private records of their thoughts and actions, so that history can ultimately give their decisions a fair review.

American universities' new willingness to understand themselves as transnational institutions, and to engage the world more fully, deserves our praise. That engagement extends the reach of intellectual values we cherish, it opens new possibilities for a kind of collaborative research that can generate otherwise unobtainable breakthroughs, and it provides fertile soil on which students of all nationalities might acquire the skills they need to work effectively across cultural borders. Indeed, in the age of globalization, American universities' embrace of their new role could be as consequential as was their commitment last century to lead humanity's exploration of Vannevar Bush's "endless frontier" in the sciences.

But this new role brings special new challenges. And university leaders must be prepared to face them with sensitivity, subtlety, and courage.

Jeffrey S. Lehman is founding dean of the Peking University School of Transnational Law, professor of law, and past president of Cornell University. He is also a member of the American Council on Education Blue Ribbon Task Force on Global

APPENDIX 5

TO THE

TESTIMONY OF JEFFREY S. LEHMAN

Comments from U.S. Universities¹ on “Non-Mainland Non-Governmental Organization Management Law of the People’s Republic of China (Draft)”

June 4, 2015

The U.S. universities and institutions of higher education named below have carefully reviewed the Non-Mainland Non-Governmental Organization Management Law of the People’s Republic of China (Draft) (the “Draft Law”) and appreciate the opportunity to provide comments.

We are very concerned about whether and how the Draft Law would apply to the broad range of educational activities that non-Mainland universities and our personnel engage in with our Chinese counterparts. While the comments included here are the views of the below-named U.S. universities, we believe that they reflect concerns that are relevant to nearly all non-Mainland universities (including universities domiciled in the Hong Kong and Macao Special Administrative Regions and Taiwan) that conduct educational and research activities and exchange in China.

1. Application to Universities. The Draft Law applies to “non-Mainland non-governmental organizations” (境外非政府组织), which are further defined as “non-profit, non-governmental social organizations” (非营利, 非政府社会组织). It is not clear whether these terms are meant to include non-Mainland universities.

The terms “non-Mainland non-governmental organizations” (境外非政府组织) and “non-profit, non-governmental social organizations” (非营利, 非政府社会组织) do not fully correspond to the terms traditionally used to describe non-Mainland universities either in their home countries or in the statutes and regulations of the People’s Republic of China.

- The term “social organization” (社会组织), which appears in certain Chinese regulations, is not used to describe non-Mainland universities, or even Mainland universities, which are typically public institutions (事业单位).
- While many non-Mainland universities are non-profit private universities, a significant percentage of the world’s universities are non-profit public universities, including most Chinese universities and many of the world’s top-ranked universities.

¹ These comments are jointly submitted by the following U.S. universities and institutions of higher education: Boston University; Columbia University; Cornell University; Duke University; New York University; Northwestern University; Rutgers, The State University of New Jersey; University of Illinois at Urbana-Champaign; University of Iowa; University of Michigan; and Vermont Law School.

- While non-Mainland universities are often organized as non-profit institutions, for-profit universities do exist and play a significant role in the education sector in many countries.

The ambiguity of the terminology in the Draft Law consequently raises a question as to whether the Draft Law is intended to apply to all non-Mainland universities, to some non-Mainland universities, or to no non-Mainland universities.

2. Scope of Activities. The Draft Law applies to non-Mainland non-governmental organizations “conducting activities” in China. The term “activities” (活动) is not defined in the Draft Law and, if read broadly, could include almost any program, event or activity that a non-Mainland entity or its personnel conducts in China.

If the Draft Law were to apply to non-Mainland universities and the term “activities” were given a broad reading, then even a single instance of the following activities, among others, would require registration under the Draft Law:

- A non-Mainland university, in cooperation with a Chinese government agency, conducts an international research conference in China
- Faculty of a non-Mainland university travel to China to interview applicants for graduate school at the non-Mainland university
- Faculty of a non-Mainland university travel to China to present a seminar or lecture in a course
- Faculty of a non-Mainland university conduct a training workshop for a Chinese government agency in China
- A non-Mainland university is engaged by a Chinese entity to assist on the establishment and development of an educational program or research enterprise at a Chinese university or research institute
- The medical center or hospital of a non-Mainland university engages in research collaborations, clinical advisory projects, or training or education programs with Chinese universities or hospitals
- Faculty, graduate students and undergraduate students of a non-Mainland university travel to China in academic exchange programs with Chinese universities
- Faculty of a non-Mainland university travel to China as part of joint research projects conducted with Chinese universities
- A non-Mainland university organizes a networking event for its alumni living and working in China

- A non-Mainland university, through its alumni association, sponsors a tour of China so that its alumni and their families can develop a better understanding of China and the non-Mainland university's programs in China
- A student singing group from a non-Mainland university travels to China to participate in a competition that is properly licensed under existing Chinese law and regulations

3. Implications for the Internationalization of Chinese Universities. The Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020) included a directive that Chinese higher education institutions open their faculties to the world, participate in creating collaborative academic organizations, and establish research centers with foreign education and research institutes.

Following that directive, many Chinese higher educational institutions and the provinces or municipalities that support them have initiated a wide range of academic exchange and educational activities and established united research and development centers in China with non-Mainland universities.

We are very concerned that the requirements of the Draft Law may have a dampening effect on both existing and future initiatives. Non-Mainland universities, especially smaller non-Mainland universities and non-Mainland universities with more limited programs in China, may decide that the complexity of the registration process, the on-going operational requirements, and the related financial and administrative burdens necessitate modifying, temporarily suspending, or even closing their programs.

4. Recommendation

We recommend that the Draft Law be clarified to clearly exclude from the coverage of the Draft Law non-Mainland universities and other institutions of higher education, public and private, for-profit and not-for-profit, and the activities of their personnel in China. Most non-Mainland university activity in China is conducted (1) in partnership with established and qualified Chinese universities, or approved institutions, (2) openly and pursuant to existing Chinese laws and regulations, and/or (3) in furtherance of exchange and understanding between the People's Republic of China and other countries. Applying the Draft Law to non-Mainland universities may have the unintended and negative effect of restricting or severely reducing academic and research exchange and cooperation between the People's Republic of China and the world's very best academic institutions.

美国大学¹就《中华人民共和国境外非政府组织管理法（草案二次审议稿）》的联名意见

2015年6月4日

联名提交本意见的美国大学和高等院校已仔细研读《中华人民共和国境外非政府组织管理法（草案二次审议稿）》（下称《草案》），并很高兴能借此机会提出以下意见。

我们关心《草案》是否以及怎么影响境外大学和其相关人员在中国与中方大学共同开展、范围广泛的教育活动。虽然本意见仅代表下列署名美国大学的观点，但是我们认为，这些意见也反映了几乎所有在中国开展教育、研究和交流活动的境外大学（包括位于香港、澳门特别行政区以及台湾的大学）所共同关注的问题。

1. 《草案》是否适用于大学及其他高等院校：

《草案》适用的对象为“境外非政府组织”，而“境外非政府组织”被进一步定义为“非营利、非政府的社会组织”。但该定义是否将涵盖境外的大学及其他高等院校，并不明确。

不论是在境外大学的所属国家，或是在中华人民共和国的行政法规中，“境外非政府组织”和“非营利、非政府的社会组织”这两个术语，与一般用来指代境外大学的用语并不完全对应。

- 在某些中国行政法规中，“社会组织”一词通常不包括境外大学，或甚至不包括境内的大学。一般来说，中国境内的大学属于“事业单位”。
- 虽然许多境外大学是非营利的私立机构，但在许多国家，很大一部分的大学是非营利的公立机构，包括大多数的中国大学和许多世界一流大学。
- 虽然境外的大学通常是非营利组织，但也存在营利性的大学，而且它们在许多国家的教育领域做出很大的贡献。

因此，《草案》不明确的用语导致其适用范围不清的问题：《草案》是否旨在适用于所有的境外大学，或适用于一部分境外大学，又或是完全不适用于境外大学。

2. 活动的范畴：

《草案》适用于在中国“开展活动”的境外非政府组织。但《草案》并未明确定义“活动”一词。如果采取广义的解释，该词几乎可以涵盖境外组织及其相关人员在中国开展的一切计划、项目和其他活动。

¹ 本意见由以下美国大学及高等院校共同提交：波士顿大学、哥伦比亚大学、康奈尔大学，杜克大学、纽约大学、西北大学，罗格斯-新泽西州立大学、伊利诺伊大学厄巴纳-香槟分校、爱荷华大学，密歇根大学以及佛蒙特法学院。

假设《草案》适用于境外大学，且“活动”一词采取广义解释，则许多即便是一次性的活动，例如下列活动，都必须依照《草案》的规定进行登记：

- 一所境外大学与中国政府机关单位在中国合作举办一场国际学术会议。
- 境外大学的老师前往中国为该校的研究生院面试申请人。
- 境外大学的老师在中国举办的一个研讨会上做专题展示或在课堂上做一场演讲。
- 境外大学的老师前往中国为中国政府机关举办一次培训讲座。
- 境外大学应中国单位邀请访华，协助中国大学或科研机构设立并发展一个教育项目或研究计划。
- 一所境外大学的医学院或医院与中国大学或医院合作开展科研、临床咨询、培训或教育项目。
- 境外大学的老师、研究生或本科生访华，在中国大学进行学术交流。
- 境外大学的老师为执行与中国大学的联合研究计划访华。
- 境外大学为其在中国居住与工作的校友们举办一次联谊活动。
- 境外大学通过校友会为其校友举办一趟中国行，以促进校友及其家庭成员对中国和该校在中国项目活动的了解。
- 境外大学的学生合唱团访华参加已经依法登记的正规歌唱比赛。

3. 对中国大学国际化的影响：

中国《国家中长期教育改革和发展规划纲要（2010-2020年）》规定，中国高等院校应面向世界，支持参与和设立国际学术合作组织，支持与境外教育科研机构建立联合研发基地。

许多中国高等教育机构根据此纲要，在当地省或市（地）级政府的支持下，与境外大学在中国合作开展了广泛的学术交流和教育活动，并且建立联合研发中心。

我们担心《草案》的规定将会抑制现有及未来的合作方案。境外大学，尤其是规模较小或在中国的项目有限的境外大学，可能因为登记程序的繁琐、持续满足《草案》关于组织运营规定的要求、以及相关财务和行政上的负担，不得不改变、甚至于暂停或者终止其在中国的项目。

4. 建议：

我们建议《草案》明确排除境外大学和其他高等院校及其相关人员的活动，包括所有公立和私立大学、营利和非营利大学。绝大多数的境外大学在中国的活动是（1）与依法设立或经批准的中国大学或机构合作开展的，（2）依据现有中国法规[公开开展]的，且或（3）为了促进中外交流与理解。若是对境外大学适用《草案》，可能造成意料之外的负面影响，将严重限制或减少中国与境外顶尖学术及科研机构的交流与合作。