



The Gap between the Development of Area Studies and Recruitment of Area Studies Professionals in China: A Case Study of Peking University

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Abstract: Area Studies is a vital part of the discipline of International Relations (IR) in China. After the end of the Cultural Revolution, China carried out Reform and Open Policy in 1978, thus starting China's impressive growth story in the years that followed. China's IR studies have made great progress in the past four decades but the development of its Area Studies component still cannot satisfy the increasing need to understand the neighboring and remote world outside, especially under the context of the implementation of the OBOR Initiative. The gap between the development of Area Studies and the recruitment of Area Studies professionals in China is created by the following factors: 1) the low use of English in the Chinese society; 2) the gap between college education (theoretical studies) and research institutes (applied studies); 3) the policy of official overseas exchange and education. For the recruitment of the Area Studies professionals or incentivizing careers in the field, we still have three problems: 1) pressure from foreign languages, sociology and other majors; 2) other constraints and competing & attractive job opportunities; and 3) lack of international level English-language skills.

Keywords: Area Studies, Professionals' Recruitment, Peking University, Careers' Choices, Study-abroad Policy

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Research Background

Area Studies is a vital yet unbalanced part of the discipline of International Relations (IR) in China. After the end of the Cultural Revolution, China carried out Reform and Open Policy in 1978, thus starting China's impressive growth story in the years that followed. On March 30th 1979, Deng Xiaoping pointed that "Realizing the four modernizations is a many-sided, complex and difficult undertaking. ... For many years we have neglected the study of political science, law, sociology and world politics, and now we must hurry to make up our deficiencies in these subjects. ... (We) should learn foreign languages, so as to be able to read important foreign works on the social sciences without difficulty. We have admitted that we lag behind many countries in our study of the natural sciences. Now we should admit that we also lag behind in our study of the social sciences, insofar as they are comparable in China and abroad. ... Empty talk is of no help whatever to our modernization program. ... Only by admitting our backwardness can we overcome it." (Deng Xiaoping, 1994)¹ Deng's appeal restarted the development of China's Political Science Subject (Zhang Youyu, 1985; Wang Huning, 1987, 1988; Wang Puqu, 1998; Lin Shangli, 1998; Wang Bangzuo, 2001)², and promoted China's International Relations (IR) subject and its

¹ Deng Xiaoping: Uphold The Four Cardinal Principles, A speech at a forum on the principles for the Party's theoretical work, March 30, 1979, *Selected Works of Deng Xiaoping Volume II (1975-1982)*, Beijing: People's Publishing House, 1994, pp.180-181. / 邓小平:《坚持四项基本原则》,《邓小平文选(第二卷)》,第二版,北京:人民出版社,1994年,第180-181页。

² Zhang Youyu: The Rise of Chinese political Science, *Political Science Studies* (Beijing), 1985, vol.01, pp.1-3. Wang Huning: The New Trends of Political Science Studies in China: 1980-1986, *Political Science Studies* (Beijing), 1987, Vol.02, pp.45-50. Wang Huning: Political Science Studies in the World Faced with the 21st Century, *Political Science Studies* (Beijing), 1988, Vol.02, pp. 29-35. Ling Shangli: Political Science & Political Development: Chinese Political Science Subject in the Last Two Decades, *Political Science Studies* (Beijing), 1998, Vol.02, pp. 2-12. Wang Puqu: The Development of Our Political Science Subject in the Last Two Decades: Retrospect & Prospect, *The Research and Teachings of Social Sciences in College*, (Beijing), 1998, Vol.Z2. Wang Bangzuo: The Development & Prosperity of the Political Science Need Innovation, *Political Science Studies* (Beijing), 2001, Vol.01, pp. 12-14. /张友渔:《中国政治学的兴起》——代发刊词,《政治学研究》,1985年,第01期,第1-3页;王沪宁:《中国政治学研究的新趋向(1980-1986)》,《政治学研究》,1987年,第02期,第45-50页;王沪宁:《世界政治学面临二十一世纪》,《政治学研究》,1988年,第02期,第29-35页;林尚立:《政治学与政治发展:中国政治学发展20年》,《政治学研究》,1998年,第02期,第2-12页;王浦劬:《我国政治学发展20年的回顾与展望》,《高校社会科学研究和理论教学》,1998年,第Z2期;王邦佐:《政治学的繁荣和发展需要理论创新》,《政治学研究》,2001年,第01期,第12-14页。

Area Studies component (Tang Shiping etc, 2005)³. Area studies are interdisciplinary fields of research and scholarship pertaining to particular geographical, national/federal, or cultural regions (Kuijper, 2008)⁴. But in China, Area studies subject is traditionally attached to the subject of IR and has overlapped with many other disciplines. In the past nearly 40 years, China's IR studies have made great progress and varieties of international experts and think tanks have emerged.

Table 1 Chinese IR College Institutes and Research Institutions

Colleague Institutes & Research Institutions	Administering organization
Chinese Communist Party	
International Strategy Research Institute	Central Party School
People's Liberation Army	
Academy of Military Sciences	Central Military Commission
National Defence University	Central Military Commission
Central Government(State Council)	
Development Research Centre	State Council
Chinese Academy of Social Sciences	State Council
China Institute of International Studies	Ministry of Foreign Affairs
China Center for International Economic Exchanges	National Development and Reform Commission
Local Governments	
Shanghai Institutes for International Studies	Shanghai Municipal Government
Shanghai Academy of Social Sciences	Shanghai Municipal Government
Yunnan Academy of Social Sciences	Yunnan Provincial Government
Academic	
Institute of International Relations	China Foreign Affairs University
School of International Studies	Fudan University
School of International Studies	Peking University
School of International Studies	Renmin University of China
Institute of International Studies	Tsinghua University
Notes	No rankings for this table; and the list presented here is just one part of all the related institutes.

³ Tang Shiping, Zhang Jie, Cao Xiaoyang: China's Area Studies: Achievements, Gaps and Expectations, *World Politics and Economy*, 2005, Vol.11, pp.7-15. / 唐世平, 张洁, 曹筱阳: 《中国的地区研究:成就、差距和期待》, 《世界经济与政治》, 2005年, 第11期, 第7-15页。

⁴ Kuijper, Hans: "Area Studies versus Disciplines: Towards an Interdisciplinary, Systemic Country Approach". *The International Journal of Interdisciplinary Social Sciences*, Vol. 3, Issue 7, 2008, pp. 205-216.

Research Issue

Among all the foreign policy actors in china, there's no doubt that the Communist Party of China (CPC), the Chinese Government and the People's Liberation Army (PLA) are the pillars.⁵ However, there're also some other actors which include state-owned companies, local governments, research institutions and mass media.⁶ As far as the research institutes are concerned, they play an important role in many aspects as follows: cultivating professionals, professionals' recruitment, serving for civil society, serving for national interests. In contemporary china, there's no doubt that china should try to understand the world outside. **The core issue of this research is why is there still a gap between the between the development of Area studies and recruitment of Area studies professionals in China?**

Definition 1: “the development of Area Studies” can be defined here as follows: Hundreds of college institutes and research institutes have already cultivated many graduates with degrees of Bachelor, Master, PhD and some Post-Doc scholars.

Definition 2: “recruitment of Area Studies professionals” can be defined here as follows: China's foreign civil service, college institutes, research institutes, think tanks have an increasing needs for recruiting professionals of Area Studies.

Definition 3: “there's still a gap” means that, 1) some of those graduates don't become or don't choose to become the professionals of many kinds of research institutes; 2) those graduates who recruited by the research institutes still cannot satisfy the increasing need to understand the neighboring and remote world outside, especially under the context of the implementation of the OBOR Initiative.

Research Method

Because the survey samples' number (students and faculty members in the SIS-PKU) is quite small⁷, and usually, the survey sampling number is around 30-250 for the small-scale studies. This research chooses to use small-scale society interview to do this research.

⁵ Linda Jakobson & Dean Knox: New Foreign Policy Actors in China, *SIPRI Policy Paper*, Stockholm International Peace Research Institute, September 26th 2010, p.1.

⁶ Linda Jakobson & Dean Knox: New Foreign Policy Actors in China, *SIPRI Policy Paper*, Stockholm International Peace Research Institute, September 26th 2010, p.24.

⁷ Martyn Denscombe: *The Good Research Guide: For Small-Scale Social Research Projects*, 3rd edition, Tao Baoping, etc. trans., Shanghai: Shanghai People's Publishing House, 2011, p.22./【英】马丁·登斯库姆:《怎样做好一项研究——小规模社会研究指南》(第三版),陶保平等译,上海:上海人民出版社,2011年,第22页。

1, Interview studies for small samples

To protect the privacy of those interviewees, all the names involved here are anonymous

2, Case study (or Collective Case Study)

This method request us to “focus on single case deeply, and it stresses relationship, process, natural context, various data sources and multiple methods.”⁸ As Professor Martyn Denscombe pointed in his famous methodology book *The Good Research Guide: For Small-Scale Social Research Projects*, the way to choose a proper case before our research include four main ways: 1, typical case; 2, extreme case; 3, test-set for theory; 4, least likely instance. ⁹And this research just chooses the former two ways. Though the School of International Studies, Peking University cannot represent the whole picture of China’s Area Studies, but it is to some extent seen as a typical case and as an extreme case, some kind of a deep slice of the whole picturesque.

Current Situation Analysis

As an important component of China’s IR studies, Area Studies in China still cannot satisfy the increasing need to understand the neighboring and remote world outside, especially under the context of the implementation of the OBOR Initiative. This research will analyze the gap between the between the development of Area studies and recruitment of Area studies professionals in China through the case of the school of International Studies, Peking University (SIS-PKU), both as a typical case and as an extreme case.

1, As A Typical Case

The SIS-PKU was established in 1996, and its predecessor is the Department of International Politics (established in 1963). According to the updated information on the official website of it, SIS-PKU is constituted by 4 departments and 3 institutes¹⁰ and it’s an energetic teaching and researching institutes in China’s IR and Area Studies academic circle.

Table 2 About the School of International Studies, Peking University

Structures	4 departments and 3	the Department of International Politics, the
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⁸ Ibid, p.28.

⁹ Martyn Denscombe: *The Good Research Guide: For Small-Scale Social Research Projects*, 3rd edition, Tao Baoping, etc. trans., Shanghai: Shanghai People’s Publishing House, 2011, p.28./【英】马丁·登斯库姆：《怎样做好一项研究——小规模社会研究指南》（第三版），陶保平等译，上海：上海人民出版社，2011年，第28页。

¹⁰ For more details about the School of International Studies, Peking University, Please refer to the official website of the SIS-PKU: <http://www.sis.pku.edu.cn/cn/SchoolProfile/Pages/0000000001/do>

	institutes	Department of International Political Economics, the Department of Diplomacy, the Department of Comparative Politics, and the Institute of International Relations, the Institute of Asian and African Studies and so on.
Students	3 majors for Bachelor program students; 7 majors for Master students; and 6 majors for PhD students.	Bachelor students (629) Master students (171) PhD students (137) Post-Doc scholars (10) International students(369)
Faculty	54	Professors(29), Associate Professors (22), lecturer (3)
Notes	Updated statistical data in 2013	

2, As An Extreme Case

This research has selected just one year's rough statistics from recent five years' employment status of the graduates from SIS-PKU. ¹¹

Table 3 Employment Status of the Graduates from SIS-PKU, A Year 201X (after2010)¹²

Table 3-PART ONE-Bachelor Program Graduates

Name	Employment Status
1	Columbia University
2	Sciences Po Paris—Peking University Double Master Degree Program ¹³
3	TAL Education Group, China
4	Peking University
5	University of Texas at Austin
6	Johns Hopkins University
7	University of Tokyo
8	Peking University
9	Sciences Po Paris—Peking University Double Master Degree Program
10	International Development Institute in Geneva, Switzerland
11	Peking University
12	Peking University
13	NO INFORMATION
14	National Chiao Tung University
15	Peking University
16	Johns Hopkins University
17	NO INFORMATION

¹¹ "NO INFORMATION" means the employment status's information of these graduates has not been uploaded for many reasons.

¹² "Employment Status" means the final choice before they leave the university or the "Diyifen Gongzuo/第一份工作"(literally means "first job" after he or she graduated from the college).

¹³ For all the double degree programs mentioned here, their funding is provided by the Peking University and its collaborating partner.

18	NO INFORMATION
19	University College London
20	Duke University
21	LSE—Peking University Double Master Degree Program
22	University of St Gallen
23	Duke University
24	University of Tokyo--Peking University Double Master Degree Program
25	Seoul National University
26	Hong Kong Baptist University
27	Johns Hopkins University
28	Peking University
29	Peking University
30	Peking University
31	NO INFORMATION
32	Peking University
33	Harvard University
34	University of California-Los Angeles
35	Peking University
36	University of Maryland
37	Peking University
38	Chinese University of Hong Kong
39	Peking University
40	The University of Melbourne
41	University of Chicago
42	Peking University
43	Peking University
44	University of Tokyo--Peking University Double Master Degree Program
45	Peking University
46	Baosteel Group Corporation, Shanghai
47	University of Tokyo--Peking University Double Master Degree Program
48	Barclays Wealth, Hong Kong
49	China Southern Airlines Company Limited
50	University of Tokyo--Peking University Double Master Degree Program
51	Peking University
52	Peking University
53	Peking University
54	University of Chicago
55	Stanford University
56	No Information
57	Peking University
58	No Information
59	China Foreign Affairs University
60	Peking University

61	LSE--Peking University Double Master Degree Program
62	No Information
63	Peking University
64	No Information
65	LSE--Peking University Double Master Degree Program
66	No Information
67	University of Tokyo
68	Peking University
69	Chinese University of Hong Kong
70	Meiboya Network Technology Co., Ltd, Beijing
71	Peking University
72	Chinese University of Hong Kong
73	UCLA
74	Chinese University of Hong Kong
75	Leiden University
76	Peking University
77	Darmstadt University of Technology
78	Cornell University
79	Duke University
80	Sciences Po Paris
81	Lion Corporation, Japan
82	Coca Cola
83	Mitsubishi Corporation, Japan
84	Peking University
85	University of Munich
86	Swiss Hotel Management School
87	University of Cambridge
88	International Research and Development in Geneva, Switzerland
89	Bank of Beijing
90	L.E.K Consulting
91	Bank of Beijing
92	Chinese University of Hong Kong
93	Bank of Beijing
94	Brown University
95	Self-employed

Table 3-PART TWO- Master Degree Program Graduates

Name	Employment Status
1	5 years Direct-PhD program, SIS-PKU
2	Gaped
3	Jilin Provincial Party Committee, CPC
4	China Bank Ratings Company
5	Gaped

6	China Institute of International Studies
7	4 years PhD Program, SIS-PKU
8	5 years Direct-PhD program, SIS-PKU
9	No information
10	4 years PhD Program, SIS-PKU
11	Gaped
12	State Administration of Foreign Exchange
13	No information
14	Gaped
15	the Xinhua News Agency
16	Gaped
17	No information
18	Fujian Provincial Government
19	State Development Bank, China
20	Michigan State University
21	No information
22	5 years Direct-PhD program, SIS-PKU
23	4 years PhD Program, SIS-PKU
24	Exchange in Europe
25	Export-Import Bank of China
26	5 years Direct-PhD program, SIS-PKU; Waseda University--Peking University Double PhD Program
27	Henan Provincial Government
28	No information
29	A foreign company in Beijing
30	Bank of Communications, China
31	Peking University
32	No information
33	Arthur D. Little Consulting
34	Peking Union Medical College Hospital
35	No information
36	Nanfang Media Group, Guangzhou
37	No information
38	the Xinhua News Agency
39	Xinjiang Provincial Party Committee, CPC
40	Shanxi Media Group
41	Institute of atmospheric physics, Chinese academy of sciences
42	Gaped

Table 3-PART THREE -PhD Program Graduates

Name	Employment Status
1	China University Of Petroleum
2	Jilin Provincial Party Committee, CPC

3	Xinjiang Provincial Party Committee, CPC
4	China Institute of International Studies
5	Party School, Beijing Municipal Committee, CPC
6	Global Times
7	No information
8	Phoenix TV group
9	No information
10	China National Offshore Oil Corporation
11	Information Office, State Council
12	Renmin University of China
13	Compilation and Translation Bureau of the Central Committee, CPC
14	No information
15	Chinese Academy of Social Sciences
16	Chinese Academy of Social Sciences

Among all the 95 Chinese Bachelor degree graduates (Including Hong Kong, Macau, Taiwan) from the SIS-PKU, the majority of them choose to study abroad or stay in the PKU to continue their study.

Among all the 42 Chinese Master degree graduates (Including Hong Kong, Macau, Taiwan) from the SIS-PKU, the rough rating is as follows: continue PhD study(16.7%), gaped¹⁴ (14.3%), work and study abroad(civil service, research institutes, study abroad, etc.) (33.3%)

Among all the 16 Chinese PhD graduates (Including Hong Kong, Macau, Taiwan) from the SIS-PKU, the rough rating is as follows: Post-Doc (12.5%), civil service (18.8%), research institutes (31.3%).¹⁵

Analysis Structure

The gap between the development of Area Studies and the recruitment of Area Studies professionals in China is created by the following factors: 1) the low use of English in the Chinese society; 2) the gap between college education (theoretical studies) and research institutes (applied studies); 3) the policy of official overseas exchange and education.

1) the low use of English in the Chinese society

¹⁴ The reasons of being “gaped” of the Mater Degree program students are various, but the major reason is that they are exchanging abroad, usually one semester to one academic year, thus extending their two years’ Mater degree program to three years.

¹⁵ All of this results are just based on rough estimations.

Although there are 300 million people either are learning or have learned English in China is a depressing reality¹⁶, but the fluently English-Speaking population rate is still below 1%.¹⁷ The Chinese Mandarin is the main language. This is a self-evident problem for China.

2) the gap between college education (theoretical studies) and research institutes (applied studies)

In china, college IR education often stresses the aspects of theoretical studies, while the research institutes stress applied studies or policy studies. But the reality is that the stretch of Chinese overseas interest is faster than the growth of China's Area studies.

- “Many think tanks have emerged in china, but their research is all about policy studies, they are just content with finding ‘What, Why and How’ and never go further.”(Professor A, SIS-PKU, 2016, Interview)¹⁸
- “In my opinion, the main goal of our IR studies is to sell ideas to the decision-makers.” (Professor B, SIS-PKU, 2016, Interview)¹⁹
- “Right now, the research in many universities is some kind of self-entertaining. They never care about policy studies. I do understand that we need the spirit of academism, but what usually happened is that they are too ‘academic’.”(C, Research Fellow, A Think tank of Yunnan Province, 2017, Interview)²⁰
- “Our policy paper is too ‘thin’ because there’s no any solid academic theory to support them; we are just following the path of many kinds of research projects, rather than leading them.” (D, Assistant Research Fellow, A Think tank of Yunnan Province, 2017, Interview)²¹

3) the policy of official overseas exchange and education

a. SIS-PKU-sponsored program²²

As mentioned in the table of Employment Status of the Graduates from

¹⁶ R.L.G.: How Many English Learners in China? *The Economist*, New York, Sep. 1st 2011. Website linkage is as follows <http://www.economist.com/blogs/johnson/2011/09/english-china>

¹⁷ Jian Yang: Learners and Users of English in China, *English Today English*, April 2006, Vol. 22 (2): 3–10.

¹⁸ The original Chinese context of interview is as follows: “国内近年来兴起了‘智库热’，但是，他们的研究多是政策研究，太过于急功近利，仅仅满足于‘是什么、为什么、怎么办’。”(A教授，北京大学教授，2016，访谈)

¹⁹ The original Chinese context of interview is as follows: “我们国际关系的研究应该要‘学成文武艺，货与帝王家’才有价值。”(B教授，北京大学教授，2016，访谈)

²⁰ The original Chinese context of interview is as follows: “你们现在大学的研究就是自娱自乐，也不关心政策研究，‘学院派’的精神要有，但是太过‘学院派’就过了。”(C研究员，云南省某智库，2017，访谈)

²¹ The original Chinese context of interview is as follows: “我们现在的研究报告实在太单薄，没有理论支撑，都是跟着各种各样的课题后面跑。”(D助理研究员，云南省某智库，2017，访谈)

²² For the funding issue, most of them are provided by the Peking University and the China Scholarship Council (CSC).

SIS-PKU, A Year 201X (after2010), SIS-PKU-sponsored program includes many degree programs and various non-degree programs.

Table 4. Programs of Education Internationalization in the SIS-PKU

Double degree(especially various double Master degree program) with	LSE, Sciences Po Paris, University of Tokyo, Waseda University、Thunderbird School of Global Management、The Monterey Institute of International Relations and so on
Non-degree programs(especially multiple joint PhD program) with	Cornell University, University of Pennsylvania, Columbia University, George Washington University, Niigata University
The CAMPUS Asia Program ²³	The CAMPUS Asia Program is an educational collaboration between Korea, China and Japan to train a new generation of leaders of Asia.
Two-year's English-teaching Master Degree program	The number of international students is above 50 per year.

b. School of Graduates-PKU-sponsored program

These programs include many different kinds of short-time (from one week to one semester) academic exchange abroad, and provide students financial support to attend International Conferences and do fieldwork, usually including the fees of round-trip transportation, visa application, conference registration and local daily cost. And it is worth mentioning that The CAMPUS Asia Program is an educational collaboration between Korea, China and Japan to train a new generation of leaders of Asia. And the SIS-PKU is one of the members of that program.

c. The China Scholarship Council (CSC)²⁴

The China Scholarship Council (国家留学基金委员会) is the Chinese Ministry of Education's non-profit organization that provides Student financial aid to Chinese citizens and foreigners to study abroad or to study in China, respectively. In china, it is the CSC that implements the national policy of official overseas exchange and education.

The CSC has continually launched a scholarship program in 2017 to financially sponsor Chinese students to study abroad. According to the latest Enrollment Guide of the CSC, this program, which has been committed to last the next five years, will support 32500 students annually. With this scholarship, student can either pursue

²³ The CAMPUS Asia Program is an educational collaboration between Korea, China and Japan to train a new generation of leaders of Asia. The project aims to nurture future leaders of East Asia with global competence and thorough understandings of East Asian values. The CAMPUS Asia Program also seeks to establish an East Asian academic community and seeks to deepen the mutual understanding among Korea, China, and Japan, and to pave a new path for East Asian regional integration. For more detailed information about that program, please refer to this linkage, <https://gsis.snu.ac.kr/study-abroad/campus-asia-program/overview>

²⁴ For more detailed information about the China Scholarship Council (CSC), please refer to the official website of it, <http://en.csc.edu.cn/About/c309df7fb3fa40b3a179a7ad93f11988.shtml>

his/her Ph. D. degree from a foreign university for 36-48 months or perform a research plan under the guidance of a foreign supervisor for 6-24 months.²⁵

Table 4. Main Types, Periods and Numbers²⁶

Type	Period	Numbers
Senior research fellow	3-6 months	3500
Visiting fellow	3-12 months	
Post-Doc	6-24 months	
PhD abroad	36-48 months	9500
Joint PhD program	6-24 months	
Joint Master program	3-12 months	
Master degree abroad	12-24 months	800
Bachelor abroad	36-60 months	5000
Bachelor student who joins a class in the middle of the course	3-12 months	

- “The SCS plans to raise the number of joint PhD program²⁷ students from 8000-20000 till the year of 2020.” (A, an official from one of the Chinese Consulates in the US, A public address in the Cornell University, 2016)²⁸

Actually, this is a process of double-choices (“双向选择” literally means “You can choose me and I can choose you, too”). On the one hand, it is a process of recruitment of the Area Studies professionals for the college institutes and research institutes; on the other hand, it is a problem of decision-making of their future careers when faced up with varieties of alternatives for the graduates of the IR college institutes and research institutes.

For the recruitment of the Area Studies professionals or incentivizing careers in the field, we IR students still have three problems: 1) pressure from foreign languages, sociology and other majors; 2) other constraints and competing & attractive job opportunities; and 3) lack of international level English-language skills.

²⁵ For more detailed information about the latest Enrollment Guide of the CSC, please refer to the official website of it, <http://www.csc.edu.cn/chuguo/s/709>

²⁶ This table is also based on the latest Enrollment Guide of the CSC.

²⁷ For students who are registered first-year, second-year and third-year Ph. D. students in Chinese (home) universities, the home and foreign supervisors work together to make research plan for each student. After their international study, the students are required to return to their home universities to complete their Ph. D. degrees. This is the so-called "co-supervised model" for Ph. D. candidates. Under this program, fourth-year bachelor students, first-year, second-year and third year master students and first year Ph.D. students can pursue their Ph.D. degrees abroad, provided they are admitted under foreign universities' Ph.D. program with tuition waiver or tuition scholarship. Under this program, students are entitled to receive financial support to cover their living expense and international travel expense. For more detailed information on this scholarship program, please refer to www.csc.edu.cn.

²⁸ The original Chinese context of interview is as follows: “到 2020 年，国家留学基金委员会资助来美国联合培养博士研究生的人数要从现在的 8000 人提升到 20000 人”。(A, 中国在美某领事馆官员, 康奈尔大学公开演讲, 2016 年)

1) Pressures from Foreign Languages, Sociology, Anthropology,

Economics and other majors

- “Since I don’t understand the Arabic Language, I am faced with the competition from the Department of Arabic Language; but the problem is that my major is not Arabic Language rather than International Relations, therefore, it may take me 3-5 years to manipulate that language.” (Student A, second year of his PhD program, Peking University, 2016, interview)²⁹
- “Actually, I utilize the scholarship of the Waseda University--Peking University Double PhD Program and flew to Mexico to do field work related to my dissertation and this decision originates my supervisor’s encouragement and she attaches much importance to the role of field investigation.” (Student B, a PhD graduate, Peking University, 2015, interview)³⁰
- “There was once a PhD student from the department of sociology, Peking University who spent a whole year in a small countryside in Kerala, India. For this kind of work, it really needs a lot of courage.” (Professor C, Peking University, 2016, interview)³¹
- “Fieldwork will not only provide knowledge to us, but will also bring many insights and horizons. To some extent, insights and horizons are more important than knowledge. The scholars of our generation have varieties of constraints, but you cannot since you belong to the new generation.” (Professor D, Peking University, 2015, interview)³²

2) Other Constraints and Competing & Attractive Job

Opportunities

- “I will continue focus on the development of this region, but I don’t want to do PhD studies r immediately. Actually, I want to make money for several years first, say, join some investment consulting companies as soon as I finish my Master degree program.” (Student E, second year of his Master degree program, Tsinghua University, 2017, interview)³³
- “As far as I am concerned, doing PhD studies is some kind of necessary academic training and joining into the enterprises after I graduate is also one of my alternatives. I will feel comfortable for the working atmosphere in a foreign company.” (Student F,

²⁹ The original Chinese context of interview is as follows: “不懂中东地区的语言，让我们备受来自阿拉伯语系的竞争；而我本科不是阿拉伯语，这样的语言如果不下大力气花上三五年怎么学得好？”（学生 A，北京大学博士二年级，2016，访谈）

³⁰ The original Chinese context of interview is as follows: “我利用在日本的奖学金去了一趟墨西哥做田野调查，这源自我导师对于田野调查这一方法的重视”（学生 B，北京大学毕业生，2015，访谈）

³¹ The original Chinese context of interview is as follows: “像社会学系一位毕业生一样去喀拉拉邦的一个乡下呆上一年真的是非常需要勇气。”（C 教授，北京大学教授，2016，访谈）

³² The original Chinese context of interview is as follows: “实地考察给我们带来的不仅是知识，而且是见识；见识比知识还重要。我们这一代有很多的限制条件，但是你们不可以。”（D 教授，北京大学教授，2015，访谈）

³³ The original Chinese context of interview is as follows: “我会继续关注这一地区的发展，但是我是太想立刻读博，我希望先赚几年钱，比方说一些投资咨询风险评估公司。”（学生 E，清华大学硕士二年级，2017，访谈）

second year of his Master degree program, Peking University, 2016, interview)³⁴

- “Currently, a PhD degree is the minimum threshold if you want to work in some research institutes. If you want to work in some privileged colleges, they will request a PhD degree from abroad or a-year studying experience abroad.” (Student G, first year of his Master degree program, Peking University, 2016, interview)³⁵
- “To be frank, I don’t want to do PhD studies anymore and I plan to go back to my home province to serve as a local civil servant after I gain my Master degree.” (Student H, first year of his Master degree program, Peking University, 2014, interview)³⁶

3) Lack of International Level English-language Skills

- “The requirement of publishing papers of CSSCI and even of SSCI is becoming stricter and stricter, and everything depends on that standard. But the problem is that we cannot meet the publishing standards of SSCI, while we often complain about the CSSCI.” (Student I, first year of his PhD program, Peking University, 2016, interview)³⁷
- “Have you heard about the news? Both a graduate from Harvard University and a graduate from the University of Cambridge were refused by the academic committee of our school. What a rat race! Even those overseas returnees are faced up with many pressures, not to mention us.” (Student J, second year of his PhD program, Peking University, 2014, interview)³⁸
- “Since I cannot speak English fluently, that becomes a huge obstacle for me to communicate with others academically.” (Student K, second year of his PhD program, Peking University, 2014, interview)³⁹
- “Recently, Professor Li Lianjiang of the Chinese University of Hong Kong (CUHK) published a new book named *Publish or Perish*⁴⁰, and he stresses the importance of international level English-language skill means. For me, English-writing skill is much worse than my speaking, though my oral English is also not very fluent.” (Student L, second year of his PhD program, Peking University, 2016, interview)⁴¹

³⁴ The original Chinese context of interview is as follows: “读博是一种必要的学术训练，以后进企业也不失为一种选择。我喜欢外企宽松的工作环境。”（学生 F，北京大学硕士二年级，2016，访谈）

³⁵ The original Chinese context of interview is as follows: “现在进入学术机构，博士学位是最低门槛了；如果想去好一点的学校，非得有海外的学位才行啊；至少有一年以上海外学习经历。”（学生 G，北京大学硕士一年级，2016，访谈）

³⁶ The original Chinese context of interview is as follows: “我不打算读博了，我打算回家乡了，选调生是我一直规划的目标。”（学生 H，北京大学硕士一年级，2014，访谈）

³⁷ The original Chinese context of interview is as follows: “现在对于 cssci 甚至于 ssci 的发表数量要求越来越高，一切都与之挂钩；但是问题是，cssci 看不上，ssci 写不出，又是一个高不成低不就。”（学生 I，北京大学博士一年级，2016，访谈）

³⁸ The original Chinese context of interview is as follows: “去年哈佛和剑桥的博士毕业生来院里竞聘都被刷了，你看看现在的压力有多大；海龟都不好过，我们土鳖往哪里跑。”（学生 J，北京大学博士二年级，2014，访谈）

³⁹ The original Chinese context of interview is as follows: “英语开口不能说，成了与外界学术交流的一大障碍。”（学生 K，北京大学博士二年级，2014，访谈）

⁴⁰ For the detail of this book, please refer to Li Lianjiang: *Publish or Perish*, Beijing: The Press of China University of Political Science and Law, 2016./李连江:《不发表就出局》，北京：中国政法大学出版社，2016年。

⁴¹ The original Chinese context of interview is as follows: “最近李连江老师出版了一本《不发表就出局》的新书，英语不能说就算了，英语写作更是一大障碍”（学生 L，北京大学博士二年级，2016，访谈）

What can we Chinese learn from our Indian neighbor?

- 1, Academic tolerance
- 2, More competitive International Level English-language Skills (especially including writing and speaking)

Final Q&A Process

Q1, What can you Chinese learn from India?

During the last three months in India, a question that I am always thinking about in my mind is what we Chinese can learn from our Indian neighbor. For the academic communications and development, the academic tolerance in India has promoted ideas exchange.

Q2, To what extent of could your case (Peking University) represent the whole scenario of the Area Studies in China?

The representativeness of my case of Peking University is constrained in the level of national top 50 or top 100 universities. And that's why I choose this perspective to present and address this issue. Since I am just familiar with my school, I have little right to talk the issue.

Q3, For the Area Studies in China, what about the other research institutes and the local governments' level universities?

Since I am only familiar with my case in Beijing, and I know little about other research institutes and the local governments' level universities. But there's still one thing that I can share it to you, a latest established scholarship program. Last year, Sichuan University (SCU, Chengdu, China) has established a scholarship program exclusively for the young citizens from 7 countries in the South Asian Region, to support them to study in the SCU with BA/MA/PhD programs for them to choose. The SCU have already prepared 10,000,000 RMB /100,000,000 INR for that scholarship program.⁴²

Q4, Why the Area Studies positions are just in the middle of modern Chinese society?

⁴² The scholarship total sum is estimated here, for more exact information about it, please refer to the official website of the Sichuan University www.scu.edu.cn

Actually, we do believe the market force and the Opening Up and Reform Policy has stimulated the development of many kinds of enterprises, thus making a new middle class which has relatively stronger purchasing power. And that's why there're many other Competing & Attractive Job Opportunities for the graduates of IR major.

Q5, Since you have mentioned the issue of college enrollment quota, could you say something about the issue of “Hukou”(“户口”/ literally means “Registered Permanent Residence System”)?

Since I am just familiar with my case, I have little right to talk about this issue related to another broad topic of deregulation in China.