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## STUDIES AND CURRICULUM OF DIPLOMATIC MAJOR IN CHINESE UNIVERSITIES

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**Abstract.** At present, the development of Chinese diplomacy is closely related to the importance attached to it by the state. According to the catalog of degree awards and talent training course instructions written by Chinese Educational Ministry, the first-level discipline is subject categories, such as political science, the secondary discipline is relatively small class of disciplines, such as the international relations, international political and diplomatic subjects. The education department raised the level and status of diplomacy and made it a secondary discipline along with international relations. Diplomatic major is a newly emerging major in Chinese universities in recent years. It prepare students to engage in practical work in diplomatic and other foreign affairs departments, or train diplomatic professionals engaged in teaching and research in universities and research institutes. In the actual teaching process, we should understand the national conditions of China and the characteristics of socialist country, and then construct the curriculum system of diplomacy in China. In this context, the article tries to put forward countermeasures and suggestions on the present situation and problems of diplomatic curriculum in Chinese universities, which is of great significance for investigating the current situation and key issues of diplomatic studies.

**Keywords:** diplomacy, curriculum setting, problem, innovation, recommendations.

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### 1. Literature review

At present, Chinese scholars have little research on diplomatic majors, and they have not made a clear division of international relations, international politics and diplomacy. The overall research direction shows a state of differentiation, ignoring the summary of the establishment of diplomatic majors in Chinese universities.

### **1.1. The definition, distinction of diplomatic majors**

Zhang Qingmin, professor of Diplomacy and Foreign Affairs Management at the School of International Studies in Peking University, published a book entitled *Diplomatic Discipline Orientation, Research Objects and Recent Research Agenda*.<sup>1</sup> She said it is necessary to clarify the difference between diplomacy and foreign policy research, and further clarify the object and system of diplomacy research and the agenda of Chinese diplomacy research, such as the history of diplomacy, diplomatic theory and contemporary diplomatic practice. Zhao Kejin, Deputy Dean of School of Social Sciences, Tsinghua University, in *Thoughts on the discipline construction of Public diplomacy in China*<sup>2</sup>, he reviewed the development course of public diplomacy in China, and pointed out that its research object, research paradigm and research methods are still facing severe disciplinary development challenges, and there are disputes on a series of important theoretical issues.

### **1.2 Discussion of the characteristics and curriculum setting of diplomatic-major in foreign universities such as The United States, Britain and Russia**

Gu Wei, associate professor of Institute of International Studies, Shanghai Academy of Social Sciences, in *Theory and Practice: The Basic Curriculum of International Relations*<sup>3</sup>, she analyzed the shortcomings of Chinese universities in teaching and proposed that both theory and practice should be taken into account when setting basic courses for undergraduates. Taking the Department of World Politics of Moscow State University in Russia as an example, this paper analyzes its curriculum setting and training methods for reference. Yan Wenle, associate professor of The Institute of International and Comparative Education, Shanghai Normal University, compared the three major courses of international Relations in *10 American universities: basic, professional and practical courses in Experience and Enlightenment of International organization talent training in American universities - a case study of master's programs in international relations in 10 American universities*<sup>4</sup>. This paper tries to analyze the characteristics and advantages of American curriculum, and discusses the enlightenment to the construction of National subject in China.

### **1.3 The existing problems in major of diplomacy and international relations in Chinese universities**

In *Problems in the Development of International Relations in China*<sup>5</sup>, Zhang Ruizhuang, professor of the Department of Political Science of Nankai University, compared the development of international relations with that of international relations in foreign universities and other humanities disciplines, pointed out the problems exist-

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<sup>1</sup> Zhang Qingmin, *Diplomatic discipline orientation, research object and recent research agenda*. International political Studies, 2012.

<sup>2</sup> Zhao Kejin, *Thoughts on the discipline construction of Public diplomacy in China*. Journal of Tsinghua University (Philosophy and Social Sciences), 2013.

<sup>3</sup> Gu Wei, *Theory and Practice: The Basic Curriculum of International Relations*. International Relations Studies, 2016.

<sup>4</sup> Yan Wenle, Zhang Minmin, *Experience and Enlightenment of International organization talent training in American universities — a case study of master's programs in international relations in 10 American universities*. Comparative educational research, 2016.

<sup>5</sup> Zhang Ruizhuang, *Problems in the Development of International Relations in China*. World Economics and Politics, 2003.

ing in the current education and research of IR. In *The Construction of International Political Science Specialty and Curriculum System*<sup>1</sup>, He Qisong, professor of Department of International Affairs and Public Administration, Shanghai University of Political Science and Law. He pointed out the existing problems of political science subjects from the following aspects: lack of innovation in curriculum design, unclear boundaries of subjects, imperfect teachers' construction and lack of innovation in traditional teaching methods.

#### **1.4 Suggestions on the existing problems of diplomacy and the reform of curriculum system**

Li Jiayong, a student of Guangdong University of Foreign Studies, put forward ideas on the reform of diplomatic Curriculum System in his Research on the *Analysis of reform in diplomatic curriculum system*<sup>2</sup>. He believed that diplomatic students should have a wide range of professional knowledge. English curriculum, local characteristic curriculum teaching and practice teaching are the focus of the reform. Relevant measures are put forward from the construction of curriculum system and the reform of teachers' team. In paper of *Construction of open teaching system in diplomacy course*<sup>3</sup>, Lei Fang, a student of Law School of Anhui University of Finance and Economics, started from the way in which the diplomacy course was conducted, pointed out that there are some problems in the nature of diplomacy subject and traditional teaching, and it is necessary to carry out the open teaching mode.

The following figure is based on the search keywords on THE PLATFORM of CNKI: Foreign course, curriculum and course arrangement of visualization analysis diagram paper, from the first picture distribution, Chinese scholars study the theme of diplomacy theory evolution, a total of 16 papers, which ranked the first. The second is the professional courses and bilingual teaching, post number two respectively. The second picture is the annual trend of papers published, accompanied by dramatic changes in the international situation change, with the change of relations between big powers. Chinese colleges and universities gradually pay more attention to foreign disciplines, since 2008, along with China's colleges and universities gradually open, related paper also gradually increased. In 2014, four relevant papers were published.

## **2. The present situation of diplomacy curriculum in Chinese universities**

### **2.1 Curriculum of diplomatic-major in Chinese universities**

The curriculum of diplomacy in China can be summarized and analyzed from two aspects: theoretical construction and discipline construction in universities.

The first is diplomatic discipline construction. According to Zhao Kejin's requirements for independent discipline construction, which consists of three elements: irreplaceable research object, complete theoretical framework and knowledge system, and methodological support. From the perspective of Chinese academic research, the

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<sup>1</sup> He Qisong, *The Construction of International Political Science Specialty and Curriculum System*. Century Bridge, 2009.

<sup>2</sup> Li Jiayong, *the analysis of reform in diplomatic curriculum system*. Journal of guangdong university of foreign studies, 2014.

<sup>3</sup> Lei Fang. *Construction of open teaching system of diplomacy course [J]*. Science and Education Literature Collection (The first ten-day Issue), 2015.

study of diplomatic theory can be summarized into three aspects: First, some scholars believe that the fundamental logic of public diplomacy theory is *the another form of non-traditional diplomacy*. Second, is to regard diplomatic theory as an auxiliary tool or method for the formulation of national strategies, which can be divided into many types. Third, is to regard public diplomacy as a communication mechanism, the core of which is to disseminate national image. It can be seen that the development of diplomatic theory in Chinese academic circles did not have clear connotation and extension, and the rise of PD in China is the result of joint efforts from multi-disciplines, multi-fields and multi-departments.

Li Xiguang, Shi Anbin, Dong Guanpeng, Zhou qingan (from School of journalism and communication, Tsinghua university), Guo ke (from Shanghai international studies university, school of journalism), they thought the study of PD can form the perspective of journalism and communication, discussed the topic of national soft power, national image, public diplomacy, government communication, crisis management, and established the *Communication Paradigm* of PD.<sup>1</sup>

In the course of the development of public diplomacy, there has been a controversy about whether the major of PD should be established. The Department of Foreign Affairs of Renmin University of China (RUC), as the first institution to establish a diplomatic major in China, began to enroll undergraduates in 1951, in accordance with the curriculum of the Diplomatic Program of the Soviet Union. At the same time, graduate students were enrolled by university; the department had three major courses: International relations and China's foreign policy, International law, and Foreign relations between the Soviet Union and the Democratic States (Eastern European countries). It was understood that the history of international relations, international law and diplomatic history should be incorporated into the teaching system.

On September 10, 1955, on the basis of the Department of Foreign Affairs in Renmin University of China, with the addition of experts and cadres from various aspects, China Foreign Affairs University was formally established and began to recruit undergraduate and graduate. The Department of Politics in Fudan University was also transformed into the Department of International Politics.

After 17 years of development, China has laid a certain foundation for the study of international relations, diplomacy and international politics. However, the focus of discipline construction at that time was on the history of IR and the history of imperialist aggression against China, and there was little research on diplomatic theories. Apart from the translation of several Soviet and Western diplomatic works and reference books, Chinese scholars have not systematically carried out their own original research on diplomatic theories, and there are no specialized courses on diplomatic theories in specialized universities such as China Foreign Affairs University.<sup>2</sup>

Since the late 1990s, the construction of Diplomatic discipline in China has gradually stepped into the right track, and the number of diplomatic works has increased, such as Lu Yi's *Introduction to Diplomacy* and Zhengkun's *Introduction to*

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<sup>1</sup> Zhao Kejin, Thoughts on the discipline construction of Public diplomacy in China. Journal of Tsinghua University (Philosophy and Social Sciences), 2013.

<sup>2</sup> Zhang Lili, Diplomatic Discipline Construction and Research in New China . Journal of China Foreign Affairs University, 2003.

*Modern Diplomacy*. In 1997, the National Education Commission reclassified diplomacy as a secondary discipline of political science, along with international relations and international politics. After the foundation of the People's Republic of China, it was the first time that the discipline division of diplomacy was clearly defined. In 1998, China Foreign Affairs University, Peking University and Renmin University of China were authorized to hold master's degrees in diplomacy.

In the middle of the nineteenth century, Peking University, Renmin University of China, Beijing Foreign Studies University and Guangzhou University of Foreign Studies have set up departments of Diplomacy, and added *Introduction to Diplomacy* to the curriculum of many foreign languages or foreign-related majors.

Since the 21st century, with the drastic changes in the international situation, the study of diplomacy has gradually flourished in China. According to the *Current Outline of the National Medium - and Long-term Plan for Education Reform and Development (2010-2020)*, and the Chinese ministry of Education's *Several Opinions on Comprehensively Improving the Quality of Higher Education* requirements, and spirit, which will guide universities to offer undergraduate teaching of diplomatic majors and formulate professional training programs.

As a first-level discipline, political science consists of basic majors: Political science and Administration, International Politics, Diplomacy and majors like International Affairs and International Relations, Political Science, Economics and Philosophy. In addition, the relevant curriculum of diplomacy, such as theoretical curriculum and practical requirements, are stipulated and required.

### **2.2 Characteristics of diplomatic majors in Chinese universities**

Diplomacy has become a newly developed major in Chinese universities in recent years. The aim is to train senior specialists who are engaged in practical work in foreign affairs departments, or who are engaged in teaching and research. In the discipline construction stage, the university will combine its resource advantages with the curriculum of diplomacy. The three universities are analyzed and introduced here, namely, China Foreign Affairs University (CFAU), Nankai University (NKU) and Beijing Foreign Studies University (BFSU).

The first is the running situation of China Foreign Affairs University (CFAU), which is specialized in cultivating diplomatic talents. CFAU takes diplomacy and foreign languages as its leading discipline, and attaches importance to the cultivation of students' interdisciplinary abilities: CFAU offers a number of foreign-related disciplines, such as international law and international economics. Its diplomatic major has two directions: diplomacy and international organization.

Although the courses of the two directions are different, they both reflect the cultivation characteristics of diplomatic major: professional proficiency, foreign language proficiency and broad vision.

There are three categories of courses: 112 credits in total for compulsory theoretical and elective courses, 106 credits in total for compulsory theoretical courses including public International Law, Introduction to International Organizations, Foreign Policy Analysis, Modern and Modern Chinese diplomatic history, contemporary Chinese diplomacy, Sino-American political economy and Diplomacy, European Political Economy and diplomacy, etc. Foreign language courses have the highest proportion of

credits. In general elective courses, there is no clear setting and arrangement for cross-major elective courses.

In order to better cultivate students' international vision, sensitivity to international issues and research ability, all undergraduate programs of CFAU combine diplomacy with foreign languages. Some of its teachers have served in Chinese embassies and consulates abroad.

At the same time, senior diplomats of the Chinese ministry of Foreign Affairs communicated with students face to face in the form of lectures, and gave symposiums to help students better understand the connotation and extension of diplomacy, master the knowledge and skills needed for diplomatic work. In addition, experts from the Translation Department of Foreign Affairs Ministry attend classes regularly, while it is difficult to achieve in other universities.

Next, in recent years, the department of Diplomacy has been newly established in Beijing Foreign Studies University. Beijing Foreign Studies University (BFSU) is an institution focusing on foreign languages and literature. In recent years, the university has opened foreign affairs and other international relations majors. The teachers of foreign languages and non-foreign languages are in the same institute, which provides good conditions for cultivating inter-disciplinary talents and lays a solid foundation for bilingual teaching.

The diplomatic courses offered by Chinese foreign language universities attach great importance to the cross penetration of diplomacy and English major courses. Foreign language universities can carry out cross penetration practice based on the advantages of language discipline. In line with the current trend: *foreign language + major*, laid a foundation for training compound talent.

Moreover, Nankai University (NKU), which only recruits diploma-majors at the graduate level, offers a small class for diploma-majors with similarity with international relations and International politics. The Department of International Relations, Zhou Enlai School of Government (ZSG), Nankai University, was formally established in June 2003, consisting of three teaching and research departments of International Relations, International Politics and Diplomacy. The major of International politics is accepted for undergraduates, while diplomacy is only accepted for postgraduates, the overall enrollment is not large. Diplomacy only admits two students per year, taking classes together with international relations program students, so there is little difference in the curriculum of different disciplines. The main courses are international relations theory and research methods, Global Governance and Integration studies, European Union Studies, US foreign Policy, Sino-US relations, etc, which attach importance to theoretical research and policy analysis of international relations.

The chart shows the courses in the first year for graduate students majoring in Diplomacy at Nankai University, which is mainly composed of three sections: academic norms and thesis writing guidance, foreign policy analysis and American foreign policy. Obviously, Nankai does not set basic theory courses, means that has high requirements for the diplomatic students, requiring students to have a certain professional foundation and knowledge reserve. The course is in line with the research direction of Zhou Enlai School of Government, with emphasis on American studies, which has certain directionality to students' research.

### **2.3 Problems existed in the curriculum of Diplomatic majors**

First of all, the curriculum ignores the cultivation of interdisciplinary ability. On the whole, the basic curriculum of international relations in Chinese universities is relatively singleness, mostly focusing on law, political science and international relations. In order to make up for the deficiency, many students take the way of minor or double major to enhance their knowledge reserve and quality ability; many tutors are also interested in recruiting cross-disciplinary students at the master's and doctoral levels. Some schools have added basic advanced mathematics, communication studies, sociology, information management and other courses to their electives. All of this helps to address the lack of diversity, but it still falls short. This is also related to the lack of a clear definition and category of diplomacy in Chinese universities. The curriculum system is not clear and constantly change, the teaching content is not clear enough, and students don't have the professional knowledge structure.

Secondly, the curriculum setting of diplomacy in colleges and universities emphasizes theory rather than practice. When studying the subject arrangement of diplomatic courses in Chinese colleges and universities, on average, most courses are focused on theoretical teaching, there is a lack of practical skills courses, which may due to the lack of such courses or requirements in colleges and universities, or the lack of teachers who have received relevant practical courses. As for the main content of the course of the first year of diplomacy, students receive the main content through lectures: the main concepts, diplomatic thought, the introduction of thinkers, sometimes including various political institutions; Diplomacy-related courses such as cultural diplomacy, economy and culture, and Chinese public diplomacy are often the core of electives. The curriculum is strong in terms of knowledge, but limited in the skills and applications required for political subjects.

Chinese universities are not interested very much in teaching research methods courses, which indirectly reflects the preference of Chinese scholars for qualitative research. However, research methods need to be taught, and the absence of relevant courses is not conducive to students' academic research, paper writing and publication. At the very least, diplomatic students should equipped with the ability to understand and use data, evaluate the academic applicability of both quantitative and qualitative methods at a basic level.

Thirdly, it's the lack of innovation in curriculum arrangement. At present, the courses of diplomacy in Chinese universities are more based on the existing subjects, such as international politics and international relations, they use the «ready-made things» to establish the major of diplomacy. As for the core courses of diplomacy, there is no clear planning and curriculum innovation. The only difference between the training of diplomatic-major students and other majors is to provide a certain amount of targeted elective courses to make up for the shortcomings of discipline construction.

Precisely, the major of diplomacy is «small scope» construction in the discipline of political science. There is a problem of excessive use of core courses in Chinese universities to derive discipline development. First, courses of general subjects can be taught by various teachers, but is not conducive to the development of professional discipline knowledge, and knowledge transmission may be too extensive and boring. Second, if core courses have major requirements, such as Diplomatic Theory of Socialism with Chinese Characteristics, need teachers have corresponding knowledge re-

serves and professional basis, corresponding to every year regularly conduct programs (and sometimes each semester or three months), which makes the teacher's departure becomes more complex.

Finally, the faculty structure of diplomacy is not perfect enough. In diplomatic studies, many influential school theories are the product of interdisciplinary research. However, due to teachers' professional background and knowledge structure, there are few in-depth studies on cross-subjects, so they can only talk in general in practical teaching, which is difficult to stimulate students' theoretical thinking and innovation consciousness. Secondly, at present, only a few universities such as China Foreign Affairs University and National University of Defense Technology, have diplomats, diplomatic ambassadors or those who have been engaged in related diplomatic work to teach politics. Most of the teachers majoring in diplomacy only master theories, but lack practice experience, and the language request in teaching is higher, also requires teachers to have a certain degree of foreign language level to develop pure English teaching curriculum, but present situation is: professor of language teachers and professors specialized course teachers is separated, lack corresponding encouragement mechanism, bilingual teaching for teachers is still difficult.

### **3. Suggestions to the innovation of diplomatic Curriculum reform in Chinese Universities**

Compared with other social sciences, diplomacy is a relatively young discipline, with western theories and discourse playing a dominant role for a long time. This kind of situation has long existed in the discipline construction in Chinese universities. In addition, there are still many outstanding problems in our current basic curriculum, which not only affect the innovation pace of theoretical research, but hinder the cultivation of inter-disciplinary talents needed for diplomatic practice.

#### **3.1 Strengthening the modular curriculum of diplomacy**

Students' learning of diplomatic courses is condensed into knowledge system through perceptual understanding, analysis, synthesis and abstract logical thinking, which need to be further verified and reflected in practice.

First of all, is to set up in stages of undergraduate courses, for example, Make a reasonable overall arrangement for the four grades of undergraduate courses, teach basic theory and history of the first year of college study, sophomore year introduce more targeted courses such as cultural diplomacy and economic diplomacy specialized courses, and supplemented in plain English teaching, In the grade three, research methods will be added on the basis of existing knowledge level, and IPE and research methodology courses can also to be added to cultivate students' interdisciplinary analysis and research ability. More flexible courses or research projects should be added to graduate students to exercise and test their research ability and achieve the transition from undergraduate to graduate.

Therefore, diplomatic teaching should increase practical courses, which can be carried out by simulating diplomatic negotiation scenarios and organizing extra-curricular visits and investigations. If the school has corresponding supporting hardware facilities, such as diplomatic activity room, off-campus practice base, etc. It will be more conducive to the development of practical activities. In the teaching, take the simulated diplomatic teaching as an example, let students take part in the simulation of



diplomatic negotiation competition and allow students to participate in the simulated "diplomatic decision-making" process and play the role of representatives of various countries in diplomatic negotiation and game, which will deepen their understanding of diplomatic theory.

### **3.2 Promoting the integration of diplomatic curriculum with «Capstone Project»**

The Capstone Project is a program that allows students to integrate and make the best use of knowledge in their field of study, while developing relevant skills. It aims to demonstrate students' ability to apply their knowledge into real life. At the end of a course, students are asked to complete a Capstone Project instead of a traditional paper. At the time of surveying on the diplomatic curriculum of Chinese universities, diplomatic curriculum rarely listed the Capstone Project as a required course. In Australia, however, diplomatic teaching has been integrated with the Capstone Project, encouraging students to think. There are many internal objectives for integrating the apex concept into the construction of diplomatic discipline. Firstly, it aims to consolidate, expand and apply the previous discipline knowledge through practical teaching or academic research. Secondly, the construction of professional internship bases provides a opportunity for the transform of profession to socialization, helping students of diplomacy transit to employment. Thirdly, a capstone course can be used to confirm that students have mastered «soft» skills, namely academic research ability.

### **3.3 Paying attention to the cultivation of students' interdisciplinary ability**

Diplomatic majors in European and American universities often employ retired diplomats who have been engaged in diplomatic work, they can take personal experience as the content of case teaching. In this regard, Chinese universities with conditions should strengthen international exchanges and cooperation, and systematization and localization of teaching experience, and gradually implement it in the whole country. In teaching, teachers and students should be encouraged to conduct interdisciplinary research. At the same time, in the graduate enrollment and admission, appropriately increase the number of cross-major candidates to train interdisciplinary talents. In teaching and scientific research, while encouraging and advocating interdisciplinarity, attention should be paid to adhering to the principle of subject subjectivity.

### **3.4 Integrating teaching resources and build a more open and scientific teaching system**

Obviously, foreign language teaching in the discipline construction of international relations is important, which also requires teachers to master and have foreign language ability and theoretical level. So the corresponding countermeasures are to build bilingual teaching mechanism to encourage teachers, on the other hand, to use original textbooks in daily teaching as much as possible. At present, it is known that Peking University, Tsinghua University, Renmin University of China, Fudan University have taken the lead in using original textbooks in undergraduate and graduate teaching. But almost all of its textbooks choices are from the United States. This is still insufficient for a comprehensive understanding of the advanced international relations theory and research status all over the world, which requires the use of original textbooks should maintain the diversity of sources.

Bring in cross-disciplinary teachers to teach. Professional teachers are limited by their knowledge background, and some important interdisciplinary contents in diplo-

macy are marginalized. Many teachers, because of their liberal arts background, do not have the corresponding background knowledge of system theory, game theory and mathematical statistics, so they can only talk about the teaching content in general. Therefore, it can not effectively organize teaching and cultivate students' interdisciplinary research ability.

To strengthen the research of academic history, diplomacy in colleges and universities on the curriculum of theory, analysis of the current politics and language class occupies the main part of the teaching, and neglected the emphasis on the application of the diplomatic history, students on the analysis of relevant problems is difficult to re-study in the diplomatic history, from the historical experience and enlightenment.

### **3.5 Learning from the experience and curriculum system of western universities**

The first is to cultivate the language diversity ability of the major students to better fit the changes and development of the era of globalization. Scholars Gu Wei studied Moscow university discipline curriculum, found that the university pays attention to the cultivation of students' foreign language ability, learning and training, asks undergraduate course students must take a second foreign language, the second foreign language including German, French, Spanish, Japanese, Chinese, Italian, Arabic, etc. The diversity of languages is one of the characteristics of Moscow University's professional teaching.

Secondly, we should learn the way that the teaching and research departments of foreign universities examine students' learning achievements. In foreign universities, the teaching and research departments pay attention to students' learning outcomes to measure the success of subject setting. The important criteria to measure students' learning achievements are their knowledge level, practical experience and achievements in the discussion of thesis defense. Measure whether students have mastered basic knowledge of international relations or not, such as the functioning of government; Social, political and cultural structures, the ability to conduct and present information systems research. The teaching and Research department provides a basic discipline framework for students of diplomacy, reinforces clear curriculum design and links to curriculum objectives, and promotes student learning outcomes.

Thirdly, let students participate in project projects. Luis Gomez Romero at the University of Queensland asked students to write their own constitution for a just society. Griffith elective core projects is let students undertake jointly supervised research projects led by universities or politicians. If these kind of courses are set up properly, it will be a great learning opportunity for students.

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**ОБУЧЕНИЕ ПО СПЕЦИАЛЬНОСТИ И УЧЕБНОМУ ПЛАНУ  
ДИПЛОМАТИЧЕСКОЙ СПЕЦИАЛЬНОСТИ  
В УНИВЕРСИТЕТАХ КИТАЯ**

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**Аннотация.** В настоящее время развитие китайской дипломатии важно для государства. Согласно каталогу присуждаемых степеней и инструкциям по курсу подготовки кадров, составленным Министерством образования Китая, дисциплиной первого уровня являются предметные категории, например, политология, второстепенными дисциплинами являются такие как международные отношения, международная политика и дипломатические предметы. Департамент образования повысил уровень и статус дипломатии, ставшей второстепенной дисциплиной наряду с международными отношениями. Дипломатическая специальность — это новая специальность, появившаяся в китайских университетах в последние годы. В основном ведется подготовка студентов к практической работе в дипломатических и других департаментах иностранных дел, а также дипломатических специалистов, занимающихся преподаванием и исследованиями в университетах и научно-исследовательских институтах. В системе учебных программ по дипломатии должны учитываться национальные особенности Китая и условия социалистической страны. В этом контексте в статье предпринимается попытка выдвинуть контрмеры и предложения по составлению дипломатической учебной программы в китайских университетах, что имеет большое значение для анализа текущей ситуации и основных вопросов дипломатических исследований. **Ключевые слова:** дипломатия, разработка учебных программ, проблема, инновации, рекомендации.