

2018 年暑期国际课程项目

International Summer Course Program



中国药科大学教务处

国际课程汇总表

序号	开课单位	任课教师	任课教师所属院校	职称	课程名 (英文)	课程名 (中文)	授课对象
1	药学院	Richard A Gemeinhart	美国伊利诺伊大学 芝加哥分校	Associate Professor	Case Studies of Pharmaceutical Dosage Forms	药物制剂和输送系统的案例研究	14级临药, 15-17级所有专业学生
2	药学院	Paul G. Royall	英国伦敦国王学院	Senior lecturer	Thermal Analysis of Drugs, Excipients & Medicines	药品中活性成分与辅料的热力学分析	14级临药, 15-17级药学(包括生科基地、理科基地)、药物化学、药物分析、药物制剂、制药工程、食品质量与安全、临床药学、生物制药、生物工程、生物技术、海洋药学、中药学、中药资源与开发、中药制药
3	外语系	Dr. Carrie Perry	美国菲尔丁 研究生大学		Introduction to Digital/Media Literacy	数字化信息及多媒体素质培养	14级临药, 15-17级所有专业学生
4	外语系	Frank Michael Chua	美国 曼斯菲尔德大学	Associate Professor	American History and Culture	美国历史与文化	14级临药, 15-17级所有专业学生
5	外语系	George Pullman	美国 佐治亚州立大学	Professor	Rhetoric and Persuasive Writing	修辞与说服性写作	14级临药, 15-17级所有专业学生
6	外语系	Baotong Gu	美国 佐治亚州立大学	Associate Professor	Business Writing	商务英语写作	14级临药, 15-17级所有专业学生
7	外语系	Jaesung Sim	美国 曼斯菲尔德大学		Introduction to Information Systems	信息系统导论	14级临药, 15-17级所有专业学生

8	外语系	Jonathan C. Rothermel	美国 曼斯菲尔德大学	Associate Professor	International Relations and the United Nations	国际关系与联合国	14级临药, 15-17级所有专业学生
9	外语系	Lee Stocks	美国 曼斯菲尔德大学	Associate Professor	Physical Geology or Map Reading & Interpretation	地质学/读懂地图	14级临药, 15-17级所有专业学生
10	外语系	Timothy J. Madigan	美国 曼斯菲尔德大学	Associate Professor	Introduction to Sociology	社会学导论	14级临药, 15-17级所有专业学生
11	基临院	Ikumi Tamai	日本金泽大学	Professor	Membrane Transport and Pharmacokinetics	跨膜运输与药代动力学	14级临药, 15-17级所有专业学生
12	基临院	Robert Widdop	澳大利亚 莫纳什大学	Professor	Basic and development of cardiovascular pharmacology	心血管药理学-基础及进展	14级临药, 15-16级药学(包括生科基地、理科基地)、药物化学、药物分析、药物制剂、制药工程、食品质量与安全、临床药学、生物制药、生物工程、生物技术、海洋药学、中药学、中药资源与开发、中药制药
13	理学院	Pui Kai Li	美国 俄亥俄州立大学	Professor	How are drugs discovered?	药物研发与前沿进展	14级临药, 15-17级所有专业学生

14	理学院	Jie Jack Li	美国旧金山大学	Associate Professor	English Writing Skills	英文写作技能	14级临药, 15-16级药学(包括生科基地、理科基地)、药物化学、药物分析、药物制剂、制药工程、食品质量与安全、临床药学、生物制药、生物工程、生物技术、海洋药学、中药学、中药资源与开发、中药制药
15	生科院	Stefano Moro	意大利帕多瓦大学	Professor	Introduction to Molecular Modeling and Drug Design	分子建模与药物设计导论	14级临药, 15-17级所有专业学生
16	中药学院	James. Barrett	美国德雷塞尔大学	Professor	Pharmacology and Drug Discovery	药理学与药物发现	14级临药, 15-17级所有专业学生
17	中药学院	Jotham R. Austin, II	美国芝加哥大学	Director & Research Assistant Professor	Introduction to Electron Microscopy and its Application	电子显微镜导论及其应用	14级临药, 15-17级所有专业学生
18	中药学院	Rong L. He	美国芝加哥州立大学	Associate Professor	Essential Immunology	免疫学基础	14级临药, 15-17级所有专业学生
19	中药学院	陳新	澳门大学	Professor	Wonders in life science	探秘中华医药	14级临药, 15-17级所有专业学生
20	商学院	Chiaoyun Kuo	南加州大学	Assistant Professor	Medical Product Regulations in the U. S.	美国医药政策与法规	14级临药, 15-17级所有专业学生
21	商学院	Srivatsa Seshadri	美国内布拉斯加大学卡尼尔分校	Professor	e-Business	电子商务	14级临药, 15-17级所有专业学生

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CASE STUDIES OF PHARMACEUTICAL DOSAGE FORMS

药物制剂和输送系统的案例研究

开课学院：药学院

任课教师 Instructor's Information	姓名 Name	Richard A Gemeinhart		
	性别 Gender	男		
	国籍 Nationality	美国		
	职称/职务 Title	Associate Professor of Pharmaceutics and Bioengineering, Director of Graduate Studies, and UIC Research Integrity Officer	邮箱地址 Email	rag@uic.edu
	最终学位 Degree	Ph.D.	任职单位 Work Place	The University of Illinois at Chicago
课程信息 Course Information	授课对象 Open to	大二及以上，最好是理工类并通过英语四级	学时 Class Hour	24
	授课时间 Lecture Schedule	24 学时	考核方式 Assessment Method	口头汇报+笔试

Resume of Instructor

EDUCATION

Postdoctoral, Cornell University, School of Chemical Engineering, 1999-2001
Advisor: W. Mark Saltzman, Ph.D., Goizueta Foundation Professor of Chemical and Biomedical Engineering and Head of Biomedical Engineering at Yale University

Ph.D., Purdue University, Department of Industrial and Physical Pharmacy, 1999
Advisor: Kinam Park, Ph.D., Showalter Distinguished Professor of Biomedical Engineering and Pharmaceutics Thesis: Properties of Superporous Hydrogels for Drug Delivery

B.S.E., Purdue University, School of Interdisciplinary Engineering, 1994
Advisor: Nancy W. Y. Ho, Group Leader for Molecular Biology, LORRE

ACADEMIC APPOINTMENTS

The University of Illinois, College of Pharmacy, Department of Biopharmaceutical Sciences, Chicago, IL

Assistant Department Head for Graduate Programs, 2007-2011
Associate Professor, 2007-present Assistant Professor, 2001-2007
Member, University of Illinois, Graduate College, 2001-present Member,
University of Illinois Cancer Center, 2001-present
Member, Center for Wound Healing and Tissue Regeneration, 2008-present
Member, Honor's College, 2008-present Director of Graduate Studies for
Biopharmaceutical Sciences, 2005-2011
Director of Graduate Education for College of Pharmacy, 2012-2014
University of Illinois at Chicago Research Integrity Officer, 2014-present
The University of Illinois, College of Medicine, Department of Ophthalmology
and Visual Science, Chicago, IL
Associate Professor (by courtesy), 2008-present
The University of Illinois, College of Engineering, Department of
Bioengineering, Chicago, IL
Associate Professor (by courtesy), 2007-present
Assistant Professor (by courtesy), 2001-2007
The University of Illinois, College of Engineering, Department of Chemical
Engineering, Chicago, IL
Associate Professor (by courtesy), 2016-present
Cornell University, School of Chemical Engineering, Ithaca, NY
Postdoctoral Associate, 1999-2001

Course Description

This course deals with the science of delivery of drugs to the body and the dosage forms that enable drug delivery. Material to be covered will include selected properties of drug substances that have a critical impact on the delivery of drugs to the human body, the dosage forms available for drug administration, and the therapeutic effect with respect to physical and chemical properties of drugs. These topics will provide the knowledge base upon which a pharmaceutical scientist will depend to make rational decisions about drug product development. The objective of this course consists of (1) to understand the relationship between dosage forms and drug delivery and the physicochemical properties and structures of drug molecules; (2) to comprehend the underlying principles of drug product development and be able to apply them to engage in critical thinking of drug stability, formulation and delivery; (3) to identify the relevant information from literature regarding a drug or drug product in order to solve specific questions; and (4) to build up the knowledge in drug development and delivery and develop problem-solving skills. In particular, this short course will achieve the teaching objectives through discussion of drug products.

本课程涉及药物向体内的输送过程和实现药物输送的制剂问题。所介绍的内容包括在药物向体内输送过程中发挥关键作用的、重要的药物属性、可以用于给药的药物制剂、与药物理化性质有关的治疗效果。所讨论的各项问题是药物制剂研究人员为药物制剂开发做出合理决定所必须具备的

知识。通过本课程学习，可帮助学生：1) 理解制剂、药物输送和药物分子理化性质及结构之间的相互关系；2) 掌握药物产品开发所必须具备的原理，并能够应用于药物稳定性、处方研究和药物输送的分析研究；3) 能够针对药物和药物产品问题，从有关文献中辨别相关信息，以便解决特定问题；4) 能够在药物开发和输送问题的研究中积累知识，并能够提高以解决问题为导向的技能。特别是，本简明课程通过药物产品研究和讨论，来达到教学目的。

Syllabus

Course Schedule: 24 contact hours (1.5 credit), including 16 lecture hours, 2 hours of test, and group research and presentation

Day 1: 4 hours

1. Introduction
2. Review of Anatomy and Physiology and impact in Drug Delivery
3. Searching Pharmaceutical Literature
4. Group Research of Pharmaceutical Systems

Day 2: 4 hours

1. Discussion and Preparation of Group Presentations
2. Review of Polymers
3. Case 1: Enteric Coated Tablet
4. Case 2: Enteric Capsule

Day 3: 4 hours

1. Group Research on Enteric Systems
2. Review of Pharmacokinetics
3. Case 3: Bilayer Tablet
4. Case 4: Lipophilic in Hydrophilic Matrix Tablet

Day 4: 4 hours

1. Group Research on Multiphasic Systems
2. Review of Solid State
3. Case 5: Nanocrystal
4. Case 6: Solid Depot

Day 5: 4 hours

1. Group Research on Solid State Systems
2. Case 7: Biopharmaceutical System
3. Case 8: Transdermal
4. Case 9: Novel System

Day 6: 4 hours


1. Exam
2. Group Presentations

THERMAL ANALYSIS OF DRUGS, EXCIPIENTS & MEDICINES

药品中活性成分与辅料的热力学分析

开课学院：药学院

Resume of Instructor

任课教师 Instructor's Information	姓名 Name	Paul G. Royall			
	性别 Gender	Male			
	国籍 Nationality	British			
	职称/职务 Title	Senior Lecturer	邮箱地址 Email	paul.royall@kcl.ac.uk	
	最终学位 Degree	PhD & BSc (Hons)	任职单位 Work Place	King's College London	
课程信息 Course Information	课程名称(中英文对照) Course Name	Thermal Analysis of Drugs, Excipients & Medicines			
	授课对象 Open to	理学院、药学院、生科院、中药院、工学院、基临院学生	学时 Class Hour	24	
	授课时间 Lecture Schedule	7月15-22日	考核方式 Assessment Method	32 Multiple Choice Questions & 1 Scientific Conference Style Poster	

Dr Paul G. Royall: Senior lecturer in Pharmaceutics in the Department of Pharmacy, King's College London (KCL). PhD (Biophysical Chemistry) & BSc Hons (Chemistry) University of Kent at Canterbury. Author of 92 publications, Investigator Brochure (Naloxone Hydrochloride Instant Melt Buccal Tablet submitted to the MHRA), British Patent No 1504482.9 (Trans Buccal Naloxone) & Co-investigator on the Clinical Trial: EudraCT 2013-003196-35. Impact factor 19 & ResearchGate (RG) score of 40, (higher than 97.5% of RG members). Recipient of research funding from Mondelez, (Cadbury), Actavis, GSK, Pfizer, the Royal Society of Chemistry (RSC) and the EPSRC. Previously, a committee for the Thermal Methods Group of the RSC, Manufacturing Classification System – working group member of the Academy of Pharmaceutical Scientists & Editorial Board Member of *Thermochimica Acta* (Elsevier). Currently, Editorial Board Member of the *European Pharmaceutical Review*. Invited PhD examiner for the University of Parma (Italy), University College London (UCL)

& the Universities of East Anglia, Bradford, Belfast, Greenwich, Huddersfield and Hertfordshire. Pre-formulation teaching lead for the University of Brighton's EU recognized Qualified Person, (QP) registration programme. Leader of KCL's outreach careers workshop with GSK & Chair of the programme review for the MSc & MRes Biomedical & Molecular Sciences Research (KCL). Previously, leader of the MSc in Pharmaceutical Analysis & Quality Control (KCL) and Chair of the committee for Post-Graduate Taught (PGT) programmes, responsibility for 12 MSc's representing over 400 KCL PGT students. Currently, Careers & Employability Liaison for Pharmacy (KCL) & Masters in Pharmacy third year leader. For nearly 20 years taught undergraduate & postgraduate students Thermal Analysis & Pharmaceutics.

Course Description

Thermal Analysis of Drugs, Excipients & Medicines:

Background: Pharmaceutical companies when developing a new medicine seek to produce a solid dosage form to deliver their drug, for example a tablet or a capsule. Solid dosage forms are more stable, are cheaper to produce and have better patient compliance when compared to liquid based delivery systems, e.g. injections, syrups etc. Thermal analysis is the measurement of the properties of a material when heated, cooled or when held at a controlled temperature. Furthermore, thermal analysis is very important in the development of new tablets and capsules. It is used to measure the melting point of the drug and the physical form of both the drug and the excipients included in the solid dosage form. (Excipients are the additional ingredients that help in the manufacture of a tablet or capsule, for example lactose, starch, lubricants and cellulose based polymers). Thermal analysis may also be used to investigate the compatibility between a drug and an excipient when they are mixed together. Such measurements are important for pre-formulation and stability studies as Thermal Analysis is able to detect degradation reactions or changes in physical form early in the development process, thus saving pharmaceutical companies both time and money. An understanding of thermal analysis is therefore vital for all students wishing to gain employment in the pharmaceutical industry, because it is used so frequently in the development of new medicines.

Learning Aim & Objectives: This short course will allow students to design thermal analysis experiments that will contribute to the development of a new drug product, i.e. a new tablet or capsule. At the end of this course a student will be able to; 1) Write a short description of the operating principles of each of the most frequently used thermal analysis techniques; 2) Plan and design thermal analysis experiments; 3) Critically evaluate and interpret the experimental data generated by thermal analysis; 4) Report experimental results in an effective way.

Syllabus

Thermal Analysis of Drugs, Excipients & Medicines:

Lecture: Introduction and pre-formulation – a discussion of the properties of the drug substance that permit formulation into a solid dosage form.

Lecture: Principles of hot-stage microscopy (HSM) – importance of visualizing the drug substance & how to produce quantitative data e.g. particle size & shape.

Lecture: Melting points & purity of the drug substance – measuring melting points accurately using visual methods & the thermodynamic basis of purity determination.

Lecture: Definition of amorphous & glassy materials; examples of solid amorphous excipients, drug substances & products; importance of the glass transition.

Lecture: Crystallization – examples of how HSM can characterize the formation of different crystal forms – polymorphs, co-crystals & hydrates.

Lecture: Limitations of visual thermal methods – Introduction to Differential Scanning Calorimetry (DSC) – principles & experimental methods.

Lecture: Applications of DSC including the interpretation of experimental data for the characterization of drug substance & excipient physical form.

Lecture: Thermo-gravimetric analysis (TGA) – principles and applications.

Seminar: Problem based session using real data allowing students to practice their skills in evaluating HSM, DSC & TGA results; summarizing this data for the regulator.

Lecture: Anatomy of a tablet & capsule – role of excipients in the drug product.

Lecture: Drug / excipient compatibility studies using HSM, DSC & TGA.

Lecture: Isothermal calorimetry – using thermal analysis to measure the long terms stability of the whole tablet, capsule or packaged medicine.

Lecture: Introduction to advanced thermal analysis & supporting techniques; dynamic mechanical analysis of tablet packaging; micro-thermal analysis on the surface of solids; powder x-ray diffraction for the quality control of milled drugs.

Lecture: The use thermal analysis in academic research, illustrated using the latest advances from Royall's research group; buccal tablets & freeze-dried capsules.

Lecture: How to present thermal analysis data for peer reviewed publications & poster presentations at conferences.


Seminar: Using data and papers from the literature, collated by Dr Royall, each student will write and present a poster to their peers. Students will select a title from a list based on the topics given throughout the short course on Thermal Analysis.

Assessment will be multiple-choice questions and a mark awarded for the poster.

Reading list: Principles of Thermal Analysis and Calorimetry ISBN 978-1-78262-051-8; Patterson et al. (2005) J. Pharm. Sci. 94: 1998-2012; Alqurshi et al. (2017) Scientific Reports 7: 2910-2926 DOI:10.1038/s41598-017-02676-2

INTRODUCTION TO DIGITAL/MEDIA LITERACY

数字化信息及多媒体素质培养

任课教师 Instructor's Information	姓名 Name	Dr. Carrie Perry		
	性别 Gender	Female		
	国籍 Nationality	American		
	职称/职务 Title	Dr.	邮箱地址 Email	drcvperry@psstcomm.com
	最终学位 Degree	PhD	任职单位 Work Place	Fielding Graduate University
课程信息 Course Information	课程名称(中英文对照) Course Name	数字化信息及多媒体素质培养 Introduction to Digital/Media Literacy		
	授课对象 Open to	All Students	学时 Class Hour	24
	授课时间 Lecture Schedule	Morning sessions (15 July – 22 July)	考核方式 Assessment Method	Presentation

开课学院：外语系

Resume of Instructor

Employment

P.S. Strategic Communication
Co-Owner and Chief Storyteller (Current)
Fielding Graduate University
Online Faculty (Current)
Brandman University
CBE and Online Faculty (2012-2015)
California State University, Fullerton
Faculty and Mentor (1998-2014)

Education

Fielding Graduate University
Doctor of Philosophy, Media Psychology - May 2015
Master of Arts Media Psychology- June 2014
California State University - Fullerton
Master of Arts - English (1996)
Fiction Writing Certificate-California State University, Fullerton
Technical Writing Certificate- California State University, Fullerton

Expertise and Professional Experience

Competence Based Education

Specialty: Written/Oral Communications; Behavior & Cognition; Information Literacy; Disciplinary Relationships; Creative and Critical Thinking

Interdisciplinary Online and Blended Courses/Seminars

Organizational Communication; Theories of Persuasion; Student Success Strategies;

Liberal Arts Core Foundation, Intercultural Communications; Multicultural Ethics;

Humanities in the Digital Culture; Digital Literacies; English Literature; Writing Across Disciplines; Principles of Public Relations

Courses/Seminars Taught (Traditional and Online)

Introduction to Media Psychology; Online Writing; Grammar; Mechanic; Media Literacy; Digital Storytelling; Public Relations; Business Writing; Advertising

Other English Courses Taught: Advanced Composition and Critical Thinking; Composition and Literature; Essential Language Skills and Grammar Basics

Other Courses Taught: Internet Studies-conducting research via the Internet;

Student Success-study skills & time management

Course Description

COURSE DESCRIPTION: The Digital and Media Literacy course offers a necessary understanding of the serious and real-world characteristics of digital tools, technologies, and resources. Students will learn how to navigate, evaluate, create, and critically apply information by using a wide variety of digital technologies. The application of digital knowledge to their academic studies will enhance their professional development and instill an understanding on the rights and responsibilities of digital media usage. Students can then identify the significance and power of digital tools in collaboration, digital citizenship, information exchange, and enhancing knowledge.

In this course, you will learn how to develop your Information & Digital Literacy Skills to help you achieve success in your university studies. After completing this course, **you will be able to:**

1. Access and search for information efficiently and effectively through a variety of digital tools.
2. Critically evaluate the reliability of sources for academic and professional purposes.
3. Filter, manage and organize information from a wide variety of sources for use in academic study.
4. Demonstrate awareness of ethical issues related to academic integrity surrounding the access and use of information.
5. Understand how to use digital tools for referencing and attribution in order to avoid plagiarism.
6. Understand how to disseminate and communicate information in a

professional way, including managing digital identity and building networks for learning and research.

课程简介：

本课程旨在向学生介绍数字工具、技术和资源的严肃性和真实性。教会学生如何利用各种各样的数字技术寻找、衡量、创建和有效地使用信息。在学习中运用数字知识将有助于学生的专业发展，本课程通过向学生灌输使他们理解使用数字媒体过程中的权利和义务，并使他们在团队合作，作为数字公民、信息交换和提高知识竞争力时意识到数字工具的重要性和影响力。

通过本课程，你将会学到如何提高你的数字素养，从而帮助你在大学阶段获得成功。

学完本课程后，你将会：

- 1、有效且高效地使用数字工具查询信息。
- 2、在学习和工作中审慎地评价信息来源的可靠性。
- 3、学习时，从纷繁复杂的来源中筛选出、管理和组织你所需要的信息。
- 4、在获取和使用信息时表现出对于学术诚信的道德尊重。
- 5、学会在运用数字工具进行引用或确定归属问题时如何避免剽窃的嫌疑。
- 6、学会如何以专业的方式进行信息传播和交流，包括如何管理你的数字身份和为学习研究构建网络系统。

Syllabus

Introduction to Information & Digital Literacy at University

After this module you will be able to

- (1). Understand the structure and expectations of the course
- (2). Understand expectations about information and digital literacy within academic culture
- (3). Articulate the skills & dispositions needed to function effectively in the digital space
- (4). Demonstrate awareness of ethical issues related to academic integrity surrounding the access and use of information

Defining, Accessing & Searching for Information

After this module you will be able to

- (1). Define the characteristics of different kinds of information
- (2). Know where to look for information from various sources
- (3). Develop a search strategy and filter large numbers of search results effectively
- (4). Document and evaluate your search strategy

Critically Evaluating, Filtering & Managing Information

After this module you will be able to

- (1). Apply criteria to critically evaluate the reliability of sources for an academic

context

- (2). Identify the factors that make a web resource reliable
- (3). Filter information effectively
- (4). Use file-naming conventions and appropriate software to effectively organize and store information

Referencing, Incorporating Sources & Avoiding Plagiarism

After this module you will be able to

- (1). Understand the consequences of plagiarism in the academic context
- (2). Use referencing conventions to appropriately cite a variety of information sources and avoid plagiarism
- (3). Understand how to incorporate ideas from sources into your work
- (4). Be familiar with different referencing software and evaluate it for your own purposes

Disseminating & Communicating Information

After this module you will be able to


- (1). Understand new forms of licensing for online content
- (2). Communicate effectively in different digital modes
- (3). Manage digital identity across different domains
- (4). Use digital networks to manage and advance learning

Summative Assessment

AMERICAN HISTORY AND CULTURE

美国历史与文化

开课学院：外语系

任课教师 Instructor's Information	姓名 Name	Frank Michael Chua			
	性别 Gender	Male			
	国籍 Nationality	American			
	职称/职务 Title	Associate Professor of History	邮箱地址 Email	fchua@mansfield .edu	
	最终学位 Degree	Ph.D	任职单位 Work Place	570-662-4665	
课程信息 Course Information	课程名称(中英文对照) Course Name	American History and Culture			
	授课对象 Open to	undergraduates	学时 Class Hour	24 hours	
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessme nt Method	Short response papers & discussions	

Resume of Instructor

Associate Professor of History at Mansfield University from 1999-present. Teaches American History and Asian History courses. Ph.D History (Pennsylvania State University)

Course Description

History of America since Discovery to 20th Century. Emphasis on key events and influence and shaping of current American systems and values.

Syllabus

Course Objectives

The American Experience course is designed to facilitate an understanding of America as a nation and society by critically looking at historical precedents and forces that have shaped the American identity. Besides focusing on traditional forces such as religion, philosophy, and Ideology, we will also study the influential impact of the geography, economy, and market forces that plays equally significant roles in the evolution of American values and character.

Without a doubt, despite being a relatively new nation, America has shaped and is still influencing global politics and mass culture in the modern era since the 19th Century. By examining these forces, students will be able to draw connections that America is a continuing experience and for good or bad, will play a significant role in global affairs for many years to come. Consequently, understanding the country and her people is the key theme running through this course.

There are no books for this class but I will assign readings and visual aids such as film documentaries.

Course Assessments

Discussions 50%, Response Papers 50%

Topics and Lectures Schedule

Jul 15

Lesson 1 Course Introduction and student/faculty introductions

Lesson 2 New World in context to China in 15th Century

Lesson 3 Early American Massachusetts/Virginia Communities

Jul 16

Lesson 4 Land of Abundance/Land of Enterprise/Land of Puritanism

Lesson 5 Birth of a Nation: Roots of American Democracy, Individualism, and Limited Government

Lesson 6 Transcendentalism and Roots of American Romanticism and Naturalism

Jul 17

Lesson 7 Expansive Geography and Scarcity of Labor

Lesson 8 Progressive Westward Movement: Historical Continuum of Manifest Destiny and Rugged Individualism

Lesson 9 Slavery and Issues of Race and Migration

Jul 18

Lesson 10 Sectionalism, the Civil War, and Role of Federal Government's Preservation of the Union

Lesson 11 Origins of American Mass Consumption

Lesson 12 American Expansionism around 1900s and involvement with China

Jul 19

Lesson 13 World War I and Rise of Global America

Lesson 14 From Prosperity to the Great Depression, 1920s -30s America: Issues of Race, Gender, Class, and Political Orientation (Final Day of Chinese New Year)

Lesson 15 Geo-Politics and America's Role in the Pacific War

Jul 20

Lesson 16 America's vis-à-vis relationships with China/Japan and ASEAN nations

Lesson 17 Evolving American Character: Rugged Individualism, Inner-Directed WASP, and Other-Directed Persona.

Lesson 18 The Cold War

Jul 21

Lesson 19 Renewed Relationships With China since Nixon

Lesson 20 Individualistic America: From Entrepreneurship, Entitlement Issues, Cinderella Magical Outlook, to Tyrannical Specter.

Lesson 21 Xenophobia, Ethnocentrism, Evangelical and Democratic Zeal, and American Exceptionalism

Jul 22

Lesson 22 Issues of Modern Mass Consumption


Lesson 23 A Nation of Meat Eaters, Animal Lovers/Animal Hunters and Gun Right Advocates

Lesson 24 America and 21st Century Role

RHETORIC AND PERSUASIVE WRITING

修辞与说服性写作

开课学院：外语系

任课教师 Instructor's Information	姓名 Name	Dr. George Pullman			
	性别 Gender	Male			
	国籍 Nationality	American			
	职称/职务 Title	Professor	邮箱地址 Email	gpullman@gsu.edu	
	最终学位 Degree	Ph.D	任职单位 Work Place	Department of English 2525 Park Place, Atlanta, GA	
课程信息 Course Information	课程名称(中英文对照) Course Name	Rhetoric and Persuasive Writing			
	授课对象 Open to	All students	学时 Class Hour	24	
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessment Method	3 online quizzes	

Resume of Instructor

Professional Experience

2016 - Professor of Rhetoric

2011 - 2105 Director of the Center for Instructional Innovation

2007 - Director of Critical Thinking through Writing (GSU's QEP)

2004 - Director of Writing Across the Curriculum

1997 - Associate Professor, Georgia State University

1990 - 1997 Assistant Professor, Georgia State University, history and theory of rhetoric; electronic writing

1987 - 1990 Graduate Assistant, Rensselaer Polytechnic Institute

1985 - 1987 Teaching Assistant, University of British Columbia

Monographs

- [*Writing Online: Rhetoric of the Digital Age*](#), Hackett, Indianapolis/Cambridge. 2016

- [*A Rule Book for Decision Making*](#), Hackett, Indianapolis/Cambridge. 2014
- [*Persuasion: History, Theory, Practice*](#), Hackett, Indianapolis/Cambridge. 2013

Edited Collections

- [*Designing Web-Based Applications for 21st Century Writing Classrooms*](#). George Pullman and Baotong Gu. Eds. Amityville, NY: Baywood Press. 2012.
- [*Content Management: Bridging the gap between theory and practice*](#). George Pullman and Baotong Gu. Eds. Amityville, NY: Baywood Press. 2008.

Course Description

This is a quick but thorough introduction to rhetoric and persuasive writing emphasizing clear and effective written English. The goal is to familiarize students with the best way to create and deliver an effective business presentation.

Methods of Instruction

One hour lecture followed by one hour group activity involving discussion and writing assignment

Methods of Assessment

4 In-class writing assignments

1 quiz

Day 1

Introducing the presenter

A very little bit of information about Professor Pullman, education and noteworthy publications ([vita](#))

Introducing the subject

Aristotle and Greek rhetoric – World scholars are only slowly becoming more aware of the mutual influence of East/West trade and interaction

Paradigm of Gk rhetoric is speech presented for approval to fellow male citizens of equal standing with equal power – one man one vote. The method of delivery, speech, and the context, an open air forum with perhaps as many as 6000 voting attendees, influenced what was valued. Easy to understand, easy to remember, easily repeated, vivid, unambiguous, repetitive.

In a contemporary business setting we are talking about “the pitch,” a relatively brief presentation often accompanied by slides that proves that the

product or service being offered will solve the potential client's problems in the right way at the right price. The tendency among scientific and technical specialists is to focus on the product and its features. Persuasion requires focusing on the benefits of the product or service and the people involved.

Succeeds	Fails
Knows what is good for those he's advising	means well, works hard, clueless
Wants what is good for those he's advising	knows what's needed but refuses to do it or pretends to do it, or does it so slowly as to never finish, not because incompetent but because he resents, fears, or otherwise harbors ill will
Does what he says he will	fails intentionally or unintentionally

Overriding principle, let audience draw conclusions by inference from evidence presented. Show don't tell, as the creative writers say. People are more committed to self-drawn conclusions because they feel as though they own them, they feel smart in arriving at them. While people will accept orders if they find themselves in a hierarchical settings or if they accept the goals of the leaders, they prefer to draw their own conclusions when making their own decisions. Leadership often entails creating intellectual and in some cases physical conditions that will lead people to draw the desired conclusion.

In a business setting these ideas lead to a specific method for being persuasive:

Look right – appearance but also examples of previous success

Feel right – Know what others are feeling, know how to alter feelings

Sound right – know the questions and the answers in advance. When an unexpected question is asked, have an effective response

Assignment

On your own for a moment, think of a recent experience when you were persuaded to do or think something, moments when you changed your mind or made up your mind. Explain what happened and why you think it happened. Now present your thoughts to the group you've been assignment to.

Day 2

Ethos – representation of self, knowledge, goodwill, efficacy

Assignment

Write a 200 hundred word introduction to yourself that attempts to create a positive ethos. Share what you wrote with one or two others in the class. Read what they wrote. Offer and receive advice about how to create a positive ethos.

Day 3

Pathos – how emotions alter inferences and decisions

Temporary states leading to decisions found wanting in some way

when emotions change

Assignment

Write a 200 word explanation of a decision you made that you now realize is one you made on the basis of a strong emotion. What was the circumstance? What were you feeling? What did you do? How do you feel about it now? When you are finished, if you feel like it, share it with someone else in the class and talk in general terms how feelings lead to decisions.

Day 4

Logos – evidence and arguments

Topics

In the field of rhetoric, a topic is a pattern of thought that allows you to compare two or more competing things and find the better option. The practice is to try out all of the various possibilities to see which ones offer the most compelling arguments. In any given instance, some won't work at all and others will be unconvincing, but others will work well and a few might work extremely well. The rhetorical art is in quickly identifying those that will work well and building an argument from them.

- [General patterns of persuasive thought](#)

Assignment

On your own, using as many of the general topics as possible, create a list of arguments for why Nanjing Agricultural University is the best place to get a university degree. Join the other members of your group and see if you can extend the list. Choose a spokes-person and share with the rest of the class what your group came up with.

Day 5

Logos – evidence and arguments continued

Enthymemes

An enthymeme is basically a debate-worthy assertion followed by some reason to believe it is true. Often the reason rests on a further reason readily supplied by the audience and left unsaid by the speaker so that he or she isn't perceived as tedious or too precise and so that the audience can feel smart because it can fill in the gaps on its own and by doing so it is owning the argument, participating directly in it, and therefore starting to believe it.

E.G.:

Assertion: **A graduate degree is more valuable** (a greater good) **than an undergraduate degree**

Reason: **because undergraduate degrees are more common** [a less tricky assertion would be, because graduate degrees are less common, but by inverting it we make the audience think of a second without running much of a risk of them getting confused or losing the train of thought.]

Unspoken reason: and what is rarer is better than what is more common

We could add weight by adding topics. What is harder to achieve is more rare; what takes a great deal of time and money is more rare; what is possessed by a small group of select people is more rare; etc. The more ways in which something is rare, the more rare people will tend to think it is and thus the closer to unique. And people think that what is unique is more valuable, especially if it is unique to them. That's why your dog is a family member and other people's dogs are dogs.

Assignment

Create an enthymeme for each of the following topics or substitute others from chapter 6, book one. For those that are already enthymemes, like number 3 below, extend it enthymeme.

1. That is good of which the contrary is bad
2. That which is greater than it should be is bad
3. That also is good on which much labor or money has been spent; the mere fact of this makes it seem good, and such a good is assumed to be an end -- an end reached through a long chain of means; and any end is a good.
4. Any end is good.
5. Good, too, are things that are a man's very own, possessed by no one else, exceptional; for this increases the credit of having them
6. Good also are the things by which we shall gratify our friends or annoy our enemies;
7. and the things chosen by those whom we admire.
8. [We value those things] for which we are fitted by nature or experience, since we think we shall succeed more easily in these.

Day 6

Arrangement – Coherent and persuasive structures

Explanation of the Concept

When we draft, we tend to put the sentences down as they occur to us, which isn't always the best order to read them in.

There's an exchange in a famous dialogue by Plato, called *Phaedrus*, during which this idea is discussed. I've paraphrased it below.

Soc. Lysias appears to have jumbled his sentences, begun at the end instead of the beginning. Don't you think, Phaedrus?

Phaedr. Yes, indeed, Socrates; he begins at the end.

Soc. There's no logical order to the sentences. He seems to have written them down as they occurred to him. Every discourse ought to be a living creature, having a body of its own and a head and feet; there should be a beginning, a middle, and an end, adapted to one another and to the whole?

Phaedr. Certainly.

Soc. Consider the following poem:

I am a maiden of bronze and lie on the tomb of Midas.
So long as water flows and tall trees grow.
So long here on this spot by his sad tomb abiding.
I shall declare to passers-by that Midas sleeps below.

Soc. In this rhyme whether a line comes first or comes last makes no difference.

Phaedr. Indeed.

The point: If the order of a paragraph's sentences can be shuffled with no loss of meaning, the paragraph is unnecessarily hard to read.

Common Patterns

1. Given / New
2. General to specific – the funnel
3. Spatial – contiguity (side by side), perspective (vanishing point)
4. Logical – if/then; when/do
5. Chronological
6. Narrative (drama, suspense)

Resource

- [arrangement](#)

Assignment

Correct the structure of each of the following paragraphs. Compare your answers with others in your group.

Day 7

Style – Effective English prose composition: Brevity and clarity

- [sentence revision](#)

- [practice revising sentences](#)

Assignment

Revise 20 sentences from the database at random.

Day 8

Delivery – how to make an effective presentation

Resource

[Making effective slides](#)

A template for any presentation

Who you are → evidence you know what you are doing and have something worth hearing (ethos)

The problem → make sure everyone feels the pain, frustration, risk, threat, whatever the appropriate visceral response and is eager to hear the solution (pathos)

The solution → prove it works, demonstrate its value (logos)


Assignment

Using the rubric provided, rate each of the following 5 presentations. Decide which one you think is the best. Discuss your choice with your group. Present your group's selection to the class and explain why it was the best.

BUSINESS WRITING

商务英语写作

开课学院：外语系

任课教师 Instructor's Information	姓名 Name	Baotong Gu 顾宝桐		
	性别 Gender	Male 男		
	国籍 Nationality	USA 美国		
	职称/职务 Title	Associate Professor 副教授	邮箱地址 Email	bgu@gsu.edu
	最终学位 Degree	PhD 博士	任职单位 Work Place	Georgia State University 佐治亚州立大学
课程信息 Course Information	课程名称(中英文对照) Course Name	Business Writing 商务英语写作		
	授课对象 Open to	All students	学时 Class Hour	24
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessme nt Method	3 papers 3篇商务英语函 1 presentation 1次课堂演 讲

Resume of Instructor

Dr. Baotong Gu is an associate professor of rhetoric, composition, and technical communication at Georgia State University. His research covers such areas as writing technology theories, content management, and cross-cultural communication. In addition to journal articles, Gu has published five edited collections and one scholarly monograph entitled *From Oracle Bones to Computers: The Emergence of Writing Technologies in China*. Gu has also served as a referee reader for such journals as *Technical Communication Quarterly*, *Technical Communication*, *Journal of Business and Technical Communication*, and *Second Language Writing*. He was the director of Lower Division Studies from 2008 to 2010 and the director of the Confucius Institute at Georgia State University from 2010-2014. He also served on the Executive Committee of the ATTW and was the conference chair for the 2012 national ATTW conference.

顾宝桐博士，佐治亚州立大学终身教授，博士生导师。1983年毕业于苏州大学，毕业后留校任教。1992年赴美深造，1994年获得美国衣阿华州立大学商务与科技英语写作硕士，2000年获得普渡大学修辞与写作博士。1999—2002年在东华盛顿大学任教，2002年至今在佐治亚州立大学任教。

2008–2010 年任佐治亚州立大学英语写作部主任，2010—2014 年担任佐治亚州立大学孔子学院美方院长。

顾宝桐主要从事修辞与写作、特别是 Technical Communication 方面的教学及研究。在美国大学教授修辞与写作各种课程二十余年。任教的本科、硕士及博士课程包括 English Composition, Business Writing, Technical Writing, Electronic Writing and Publishing, Digital Rhetoric, Digital Media Production, Grant and Proposal Writing, Composition Pedagogy 等。

顾宝桐的研究领域主要包括科技写作、写作技术理论、跨文化交际等。主要学术成果除学术期刊论文外，还出版了六本专著与编著，其中包括 From Oracle Bones to Computers: The Emergence of Writing Technologies in China; Content Management: Bridging the Gap between Theory and Practice; Designing Web Applications for the 21st Century Writing Classrooms, 以及《当代西方修辞批评与研究》（上和下，1998 年社科院出版社出版）。同时，他还在各大学术会议上宣读论文 60 多篇。

顾宝桐曾担任全美科技英语写作教师协会 ATTW (Association of Teachers of Technical Writing) 常务理事，ATTW 2012 年全美学术大会主席。他还担任多个学术杂志的评审，包括 Technical Communication Quarterly, Technical Communication, Journal of Business and Technical Communication, Second Language Writing 等。

Course Description

This course will introduce students to different genres of business writing, including but not limited to business memos, business letters, resumes, cover letters, reports, proposals, etc. At the same time, it will also teach students effective writing styles, persuasive writing, writing for the audience, writing within meaningful business contexts, writing for international audiences, etc. In teaching students how to write different types of business documents, this course will take into consideration Chinese students' English proficiency levels and writing capacity and focus on improving students' English writing while teaching them effective rhetorical skills. At the end of the course, students will be expected to write rather effective business documents in English and become cultural competent business writers.

Business Writing deals with various issues involved in the business writing practice, such as audience, purpose, form, genres, conventions, and strategies. Our focus will be on how to design business communication products so that they are effective solutions to real communication problems.

Business Writing has the following objectives:

- To foster a view of writing as situated action (people acting through writing within organizations)

- To foster educational practices that demand a consideration of ethics
- To create contexts for writing that are real and sophisticated (through the use of cases, real clients, and service learning with community organizations)
- To recognize that the use of computers is integral to how people write in the workplace and the types of documents they produce
- To advocate reader/user needs
- To create contexts for effective collaboration
- To teach visual and verbal argumentation
- To teach research practices
- To teach students to follow and adjust conventions of business writing

商务英语写作课程将教授三个方面的主要内容：

- 第一是指导学生写作各式英语商务文书，包括商务备忘录、商务信函、简历、求职信、商务报告、商务提案等。学生将通过分析实例及样文学习各种文书的写作格式、规范、正确有效的写作方式等。
- 第二是教授学生修辞知识及规则，即如何分析读者/客户的特点、客户的需求、商务文书的具体目的、商务交流中的各种具体情况，从而设计出最有效的商务文书。
- 第三，根据中国学生大部分英语水平相对有限或水平参差不齐的实际情况，着重练习英语写作句法、文风、遣词等等，以有效帮助他们英语商务文书的写作。

有一定英语基础的学生在修完本课程后，其商务英语写作应该有明显的进步，应能较自如的应对各种商务英语文书的写作设计。

Course Goals Business Writing is an advanced course that deals with various issues involved in the business writing practice, such as audience, purpose, form, genres, conventions, and strategies. Our focus will be on how to design business communication products so that they are effective solutions to real communication problems.

Because of such a focus on the real-world practice, this course will use a case-based approach—that is, we will read about real or semi-real communication situations/needs and then develop solutions, often in the form of a “text,” an oral report, or some other appropriate product of communication. In some cases, of course, you may find that there is no perfect solution but a variety of possible approaches to the situation, which in itself will be a source of learning for you. Such a case approach simulates the real-life practice of the professional writer and gives you a chance to experience, almost first hand, what it is like to be a

business writer. Although every business writer's practice differs from everybody else's and it's impossible to simulate all the different practices, the rhetorical strategies you learn in this course should prove to be useful in various business writing situations.

This course prepares two groups of students: those of you who intend to be professional writers—people who write *as a profession*—and those of you who intend to be writing professionals—professionals who will write *as part of their job*. Therefore, Business Writing has the following objectives:

- To foster a view of writing as situated action (people acting through writing within organizations)
- To foster educational practices that demand a consideration of ethics
- To create contexts for writing that are real and sophisticated (through the use of cases, real clients, and service learning with community organizations)
- To recognize the fact that computers significantly alter where and how people work and that the use of computers is integral to how people write in the workplace and the types of documents they produce
- To advocate reader/user needs
- To create contexts for effective collaboration
- To teach visual and verbal argumentation
- To teach research practices
- To teach students to follow and adjust conventions of business writing

Syllabus

Modes of teaching: lecture, discussions, group work, Q&A, presentations, etc.

Assignments:

- 1) business memo (20%)
- 2) resume and cover letter (30%)
- 3) promotional brochure (40%)
- 4) oral presentation (10%)

Day 1

In-Class Activities 授课内容	Homework 课外作业
<ul style="list-style-type: none">• Instructor and student self introductions• Course introduction• What is business writing• <i>Introduction to the memo project</i>• Memo writing• Audience, purpose, medium, and context• Sample memo analysis• Memo writing practice• Basic design principles: alignment, proximity• Writing tips: style	<ul style="list-style-type: none">• Study sample memos• Revise memo written in class

Day 2

In-Class Activities 授课内容	Homework 课外作业
<ul style="list-style-type: none">• Peer critique of memo design• Sample student memo analysis and discussion• <i>Introduction to the resume and cover letter project</i>• Resume content design• Resume format design• Sample resume analysis• Individual work on resume design• Basic design principles: contrast, repetition• Writing tips: grammar and mechanics	<ul style="list-style-type: none">• Resume design

Day 3

In-Class Activities 授课内容	Homework 课外作业
<ul style="list-style-type: none">• Peer critique of resume design• Sample student resume analysis and discussion• Cover letter design• Cover letter content design• Cover letter format design• Sample cover letter analysis• Individual work on cover letter design• Writing tips: idiomatic expressions	<ul style="list-style-type: none">• Cover letter design

Day 4

In-Class Activities 授课内容	Homework 课外作业
<ul style="list-style-type: none">• Peer critique of cover letter design• Small group discussion of cover letter design• Sample student cover letter analysis• <i>Introduction to the brochure design project</i>	<ul style="list-style-type: none">• Brochure front panel design

<ul style="list-style-type: none"> • Brochure groups (4 people each group) • Brochure content design • Sample brochure analysis • Group work: brainstorming, card sorting • Writing tips: writing for conciseness and brevity 	
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Day 5

In-Class Activities 授课内容	Homework 课外作业
<ul style="list-style-type: none"> • Peer critique of brochure front panel design • Brochure front panel design analysis • Brochure format design: layout and typography • Group work on brochure design • Writing tips: persuasive writing 	<ul style="list-style-type: none"> • Brochure prototype

Day 6

In-Class Activities 授课内容	Homework 课外作业
<ul style="list-style-type: none"> • Brochure format design: colors and graphics • Group work on brochure design • Peer critique of brochure design • <i>Introduction to oral presentation project</i> • Oral presentation design • Writing tips: proposal writing 	<ul style="list-style-type: none"> • Brochure and oral presentation design

Day 7

In-Class Activities 授课内容	Homework 课外作业
<ul style="list-style-type: none"> • Oral presentation content design • Oral presentation format design • Group work on brochure and oral presentation • Writing tips: report writing 	<ul style="list-style-type: none"> • Brochure and oral presentation design


Day 8

In-Class Activities 授课内容	Homework 课外作业
<ul style="list-style-type: none"> • Oral presentations and instructor comments (10-15 group presentations depending on the actual number of students, 10-15 minutes each) • Course wrap-up 	<ul style="list-style-type: none"> • Brochure due

INTRODUCTION TO INFORMATION SYSTEMS

信息系统导论

开课学院：外语系

任课教师 Instructor's Information	姓名 Name	Jaesung Sim			
	性别 Gender	Male			
	国籍 Nationality	S. Korea			
	职称/职务 Title	Chairperson	邮箱地址 Email	jsim@mansfield.edu	
	最终学位 Degree	Ph. D.	任职单位 Work Place	Mansfield University of Pennsylvania, USA	
课程信息 Course Information	课程名称(中英文对照) Course Name	Introduction to Information Systems			
	授课对象 Open to	Sophomore or higher	学时 Class Hour	24	
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessment Method	Assignments & Presentation	

Resume of Instructor

Doctor of Philosophy in Business Administration, University of North Texas, 2003

Major: Business Computer Information Systems (BCIS) / Minor: Management Science

Currently, a Chairperson, Department of Mathematics and Computer Information Science, Mansfield University of Pennsylvania, Mansfield, Pennsylvania

Was an Assistant Professor in Management Information System, Department of Management, College of Business, University of Arkansas at Little Rock, Little Rock, Arkansas

Taught multiple courses including Visual Basic Programming, Introduction to Microcomputers, Software for Business Applications, Management Information Systems, System Analysis and Design, System Implementation and Project Management, Software Engineering, Data Base Systems, E-Commerce Systems, MIS Seminar, etc.

Published several articles on Data Science, Human Computer Interaction, E-commerce, and IT Practices over well-known research journals.

Course Description

This is an introduction course to the computer-based information systems (CBIS) with emphasis on information processing systems as a tool for management of organizations. This course requires that students learn to use software and hardware to facilitate managerial decision-making, planning, and control.

Syllabus

Student Learning Outcomes:

At the end of the course the student will be able to:

1. Explain what an information system is, contrasting its data, technology, people, and organizational components, and define globalization, describe how it evolved over time, and describe the key drivers of globalization.
2. Discuss how organizations can use information systems for automation, organizational learning, and strategic advantage.
3. Describe the concept of business intelligence and how database serve as a foundation for gaining business intelligence.
4. Be familiar with introductory database concepts and use of database management system with MS Access, advanced spreadsheet features with MS Excel, and introductory project planning concepts with MS Project software.

Course Evaluation and Grades:

The evaluation will be the combination of presentations, and assignments.

Group Presentations: $2 \times 100 = 200$

Individual Assignments: $5 \times 100 = 500$

Total: 700

Course Activities:

Group Presentations: To participate in presentations, students are required to form a group. At the end of the course, each group member will individually assess the contribution of his or her group members. Group grade will be parceled based on these evaluations.

Assignments: There will be five (2 Access, 2 Excel and 1 Project) assignments. Through these assignments, students will have the opportunities to apply what we discussed in the class.

Class Schedule:


Date	Session	Topic
Monday 7/16	1	Course Introduction
	2	Lab: MS Access 1
Tuesday 7/17	1	Assignment Presentation: MS Access 1
	2	Lecture: Managing in the Digital World
	3	Lab: MS Access 2
Wednesda y	1	Assignment Presentation: MS Access 2
	2	Lecture: Competitive Advantage Through IS

7/18	3	Lab: MS Excel Scenario Manager
Thursday	1	Assignment Presentation: MS Excel 1
7/19	2	Lecture: Business Intelligence Using IS
	3	Lab: MS Excel Solver
Friday	1	Assignment Presentation: MS Excel 2
7/20	2	Lecture: Business Process Using IS
	3	Lab: MS Project
Saturday	1	Assignment Presentation: MS Project
7/21	2	Course Evaluation and Certificate Ceremony

INTERNATIONAL RELATIONS AND THE UNITED NATIONS

国际关系与联合国

开课学院：外语系

任课教师 Instructor's Information	姓名 Name	Dr. Jonathan C. Rothermel		
	性别 Gender	Male		
	国籍 Nationality	USA		
	职称/职务 Title	Associate Professor	邮箱地址 Email	jrotherm@mansfield.edu
	最终学位 Degree	Phd (Political Science)	任职单位 Work Place	Department of History, Philosophy, & Political Science
课程信息 Course Information	课程名称(中英文对照) Course Name	International Relations and the United Nations		
	授课对象 Open to	All Students	学时 Class Hour	24
	授课时间 Lecture Schedule	7月15-22日	考核方式 Assessment Method	In-class activities Readings/Homework Quizzes UN Simulation Country Research Final Quiz

Resume of Instructor

My name is Jonathan C. Rothermel. I have a Ph.D. in Political Science from Temple University (2010), a secondary education teaching certification from Alvernia University (2000), a Master's degree in Political Science from Temple University (1998), and a Bachelor's degree in Political Science from Millersville University of Pennsylvania (1995). I have almost twenty years of teaching experience at the collegiate level. In my current position as an Associate Professor at Mansfield University, I have taught a wide variety of courses in the sub-fields of American Politics and International Relations since I was hired in 2008, including Introduction to International Relations, Introduction to American Government, Globalization, International Law, Constitutional Law, Campaigns and Elections, Human Rights and International Activism, and US Foreign Policy.

My research interests have varied over the years. Currently, I am interested in how international institutions help states overcome interstate conflict. In particular, I have been studying attempts to resolve a contentious territorial dispute between Belize and Guatemala. In addition, I am also interested in research related to the benefits of international study abroad.

Since 2014, my colleague and I have organized a two-week, short-term study abroad trip to Belize every summer. The trip is an academically rigorous course (PSC 3385 Field Research Abroad) that emphasizes the collection of field research. To that end, I facilitate many opportunities for our students to ‘interview’ stakeholders in Belizean society. In addition to the logistics of organizing this type of trip, I am also interested in the impact that it has on students who have limited exposure to international travel and contacts. My colleague and I are collecting data on how our students view and relate to poverty. Finally, I regularly publish political and social op-ed pieces in state and national news outlets (including Fox News, US News & World Report, and USA Today) on a wide variety of contemporary issues, including presidential politics and international relations.

Here is an overview of my recent op-eds:

- Rothermel. “In a War with North Korea, There’s No Hollywood Ending” published on PennLive.com – The Harrisburg Patriot (September 28, 2017)
- Rothermel. “This is the Biggest Problem with Foreign Aid” published on PennLive.com – The Harrisburg Patriot (July 12, 2017)
- Rothermel. “Democrats, Don’t Go To War Over Gorsuch” published on Philly.com – The Philadelphia Inquirer (February 13, 2017)
- Rothermel. “To Find the Bright Spot in 2017, Look to Generation Z to Show the Way” published on PennLive.com – The Harrisburg Patriot (January 6, 2017)
- Rothermel. “5 Takeaways from Donald Trump’s 2016 Win” published on US News & World Report online (November 10, 2016)
- Rothermel. “Clinton v. Trump: How to Fix an Already Predictable Debate” published on Foxnews.com (September 24, 2016)
- Rothermel. “Give Politicians a Raise, Get Better Candidates” published on US News & World Report online (August 16, 2016)
- Rothermel. “Don-John 2016” published on US News & World Report online (July 8, 2016)
- Rothermel. “Bernie’s Dropout is Hillary’s Move” – published on US News & World Report online (April 27, 2016)
- Rothermel. “We’re all to Blame for Trump” – published on US News & World Report online (February 18, 2016)

- Rothermel. “2016 New Year’s Resolutions: What is Good for Us is Good for the Country” – published on Foxnews.com (January 4, 2016)
- Rothermel. “Here’s Why the Gun Debate, Ultimately, Goes Nowhere” published on Philly.com – The Philadelphia Inquirer (December 3, 2015)
- Rothermel. “The Problem with the French Flag on Facebook” published on US News & World Report online (November 16, 2015)
- Rothermel. “Could Carson Win by a Hair? The Comeback of Stubble in Presidential Politics” published on FoxNews.com (November 1, 2015)
- Rothermel. “2016 Elections? No Thanks, I’d Rather Mow the Lawn” published on USAToday.com (August 11, 2015)
- Rothermel. "Put Down the Selfie Stick" - published on Foxnews.com (February 27, 2015)
- Rothermel (with J. Bosworth). “This Right Here is the Most Important Non-Competitive Congressional Race” - published on Politix.com (November 3, 2014)

Course Description

This course is an introductory course on international relations, which concludes with a highly interactive Model United Nations simulation. The course begins with a brief survey of the major theoretical approaches to international relations, including realism, liberalism, and constructivism. Although international relations theories are not predeterminant, they provide students with a context from which to better understand international politics. Students will also be introduced to fundamental concepts of international relations, including anarchy, sovereignty, balance of power, comparative advantage, and globalization, as well as the main actors of international relations, including states, intergovernmental organizations (IGOs), multinational corporations (MNCs), and non-governmental organizations (NGOs).

Next students will be introduced to basic concepts of war and security in international relations, international law, and international organization. Particular attention will be paid to the organization and functions of the United Nations. The United Nations was created in the aftermath of World War II as an organization to promote economic development and conflict resolution. Students will examine the evolution of the United Nations since 1945, including its increasing attention to human rights issues, the important role of the Security Council and its permanent members in maintaining international stability, and the impact of economic globalization. Students will analyze the UN General Assembly as a forum for discussing international problems and as a forum for

collective action.

Finally, the course will conclude with a hand-on simulation. Either individually or in small-groups, students will be assigned a UN member country to represent in a Model United Nations simulation. Students will conduct research on that country to prepare for the simulation. In addition, several topics, including economic development, poverty, climate change, and international security issues will be discussed. To prepare for the simulations, delegations will research their assigned countries and write General Assembly resolutions to debate in the simulation. Resolutions will be related to international topics pertaining to their respective assigned countries. The course will end with a debriefing of the simulation highlighting the limitations and challenges faced by the United Nations in the context of the current international political system.

Syllabus

Text:

- Bova, Russell. How the World Works: A Brief Survey of International Relations (3/e), Pearson Press, 2017.
- Supplemental academic article on Challenges/Issues Confronting the United Nations (TBD)
- Supplemental academic article on China's Increasing Role in the UN (TBD)
- Supplemental academic articles on IR topics (TBD)

Course Requirements and Breakdown of Grade:

- Quizzes – 180 points (20 points per chapter) – Quizzes will be taken in the afternoon segment of the course (12:30-1:30).
- Map Quiz (20 points)
- Homework/In-class Assignments – 100 points
- Assigned Country (Research) – 60 points
- Assigned Country (Resolutions) – 40 points
- UN Simulation (quality participation) – 50
- Final Quiz 50 points

Tentative Course Outline (5 days):


- Day 1 – Overview of Fundamental Concepts of IR and IR Theories, Levels of Analysis, Quiz – Bova, Chapters 1-3
- Day 2 – War and International Security, International Law and Organization, UN Countries Assigned, Quiz – Bova Chapters 4-5
- Day 3 - Overview of the United Nations, Universal Declaration of Human Rights, Economic Globalization, Quiz, Country Research – Bova, Chapters 6-7

- Day 4 – IR Topics, How to Write a Resolution, How to Debate in the UN, Quiz, Map Quiz – Bova Chapters 8-9
- Day 5 – UN Simulation, Debriefing, Final Quiz

PHYSICAL GEOLOGY OR MAP READING & INTERPRETATION

地质学/读懂地图

开课学院：外语系

任课教师 Instructor's Information	姓名 Name	Dr. Lee Stocks		
	性别 Gender	Male		
	国籍 Nationality	USA		
	职称/职务 Title	Associate Professor	邮箱地址 Email	lstocks@mansfield.edu
	最终学位 Degree	Phd	任职单位 Work Place	Department of Geosciences
	课程信息 Course Information	课程名称(中英文对照) Course Name	Physical Geology or Map Reading & Interpretation	
授课对象 Open to		All Students	学时 Class Hour	24
授课时间 Lecture Schedule		7月15-22日	考核方式 Assessment Method	In-class labs/activities Homework problems Group presentation Final Exam

Resume of Instructor

My name is Lee Stocks and I am a geoscientist. I have been working in the field for 22 years now. I have 16 years of college teaching experience, to include several tier one research universities and am currently posted as an Associate Professor at Mansfield University, teaching Geology and Earth Sciences. I have a varied background in government, industrial, and commercial research environments, with experience in geology, geomorphology, geography, and geospatial sciences including remote sensing, GIS and geostatistical analysis. I worked several years with the West Virginia State GIS Technical Center, West Virginia Geological Survey, and West Virginia Speleological Survey.

My research focuses on karst geomorphology, or landforms formed by the dissolution of limestone, particularly the geohazards and impacts in those karst environments, including sinkholes, landslides and caves. More recently my research has centered on a morphometric and geomorphic analysis of Carolina Bays, a phenomena common to the Carolinas, where elliptical features show common orientation with unknown origin. Likewise I have begun applying geophysical techniques of ground penetrating radar to explore sinkholes, caves,

clandestine graves.

I have dual bachelor's degrees in Political Science and Geoscience from Concord University, a Master's degree in Natural Resource Geography from West Virginia University and a Doctorate in Physical Geography and Geology from Kent State University. Outside of academia I spend my time with my family biking, hiking, geocaching, fossil hunting, mapping caves, and ridge walking, looking for new caves to explore.

Course Description

PHYSICAL GEOLOGY

Geology encompasses the study of our planet, and students in this course will explore: how it formed, the nature of its interior, the materials of which it is composed, landforms, earthquakes and volcanoes, geologic resources, and geologic history. Current events that students learn about in the news, ranging from volcanic eruptions, earthquakes, landslides, and more will fit into a larger picture of how Earth works and why such things happen.

This course takes students on a journey to discover how the Planet Earth originated and was modified since its formation about 4.5 billion years ago. Geologic processes from the time of the 'Big Bang' to the last 'Ice Age' and everything in-between will be explored. The class begins with the origin and birth of the universe and the different planets in our solar system. From this broader perspective, we will zoom in to study the intricacies of our planet. Students will then learn about the origin, structure, chemical and physical contents, geomorphology and various physical features that exist on Earth. Specifically we will study the crystals, minerals, rocks, and fossils that form the outer layer of the planet and how they have been modified by the agencies of erosion – namely wind, water and ice over billions of years. We will also study phenomena like volcanism, earthquakes and folding/faulting that mold and shape the structure of the Earth. Concurrent exercises emphasize the skills needed for the identification of minerals and rocks, the interpretation of land surface features based on topographic maps, and an understanding of folding, faulting, and rock relationships through the interpretation of geologic maps.

MAP READING & INTERPRETATION

This course introduces the fundamental basics of reading, analysis, and interpretation of maps and remotely-sensed images used by scientists. Maps provide visual information that allows us to understand the spatial dimensions of our diverse world. Maps are imprinted on our minds from early childhood and provide a framework for mentally or cognitively structuring our environment. We will examine mapping fundamentals such as projections and reference systems, scale concepts, coordinate systems, air photo interpretation, topographic and geologic maps, as well as spending several classes learning map and compass navigation.


TENTATIVE COURSE OUTLINE PHYSICAL GEOLOGY

Day	Topics	Objectives	Readings	Notes
1	First Look at Planet Earth	CO-1	Chapter 1: Earth as Planet	Classwork: USGS Video
	Minerals	CO-1	Chapter 2: Earth Materials	Classwork: Minerals
	Telling Time Geologically	CO-2	Chapter 3: Rock Record & Deep Geologic Time	Homework: Dating Isochrons
	Plate Tectonics	CO-3	Chapter 4: Plate Tectonics	Classwork: Hawaii Plate Rates
2	Earthquakes	CO-3	Chapter 5: Earthquakes and Earth's Interior	Homework: Virtual Earthquake Classwork: Earthquake Video
	Earthquakes and Volcanoes	CO-4	Chapter 5: Earthquakes and Earth's Interior	Classwork: Earthquake energy Classwork: Tsunamis
3	Igneous Rocks	CO-4	Chapter 6: Volcanoes and Igneous Rocks	Quiz #1: Chapter 1-5 Classwork: Krakatoa Video
	Igneous Rocks	CO-4	Chapter 6: Volcanoes and Igneous Rocks	Classwork: Volcano Cores
	Igneous Rocks	CO-4	Chapter 6: Volcanoes and Igneous Rocks	Classwork: Igneous Rocks
4	Weathering and Soils	CO-5	Chapter 7: Weathering and Erosion	Classwork: Soil Loss/Erodibility Homework: Mass Wasting
	Sedimentary Rocks	CO-4	Chapter 8: From Sediment to Sed. Rock	Classwork: Buncombe Co. Slope
	Sedimentary Rocks	CO-4	Chapter 8: Sediment to Sedimentary Rock	Classwork: Sedimentary Facies
5	Crustal Deformation	CO-3	Chapter 9: Folds, Faults, and Geologic Maps	Classwork: Topo Profiles
	Metamorphic Rocks	CO-4	Chapter 10: New Rocks From Old	Classwork: Metamorphic Rocks
			Course Wrap-Up: Discussion Final Exam: Chapters 6-10	

INTRODUCTION TO SOCIOLOGY

社会学导论

开课学院：外语系

任课教师 Instructor's Information	姓名 Name	Timothy J. Madigan		
	性别 Gender	Male		
	国籍 Nationality	USA		
	职称/职务 Title	Associate Professor	邮箱地址 Email	tmadigan@mansfield.edu
	最终学位 Degree	PhD Sociology	任职单位 Work Place	College of Arts and Sciences, Mansfield University of Pennsylvania
课程信息 Course Information	课程名称(中英文对照) Course Name	Introduction to Sociology		
	授课对象 Open to	All students, general education	学时 Class Hour	24
	授课时间 Lecture Schedule	Daily 2-3 hour blocks as needed	考核方式 Assessment Method	Objective tests, essays, student presentation

Resume of Instructor

I am a tenured associate professor of sociology at Mansfield University of Pennsylvania. I have extensive teaching and research experience. I have been teaching sociology and statistics for the past seventeen years and I consistently receive high evaluations from students and fellow faculty members. Teaching is something that I enjoy doing. In addition to teaching, for ten years I co-directed a statewide survey on policy and social issues in Pennsylvania and the nation. I also co-directed several county level surveys. Our survey findings have contributed in many ways to the policy making process in the state of Pennsylvania.

Before my current professor position, I worked for a short period as the director of Institutional Research at Shippensburg University. I began my research career as a statistician within the National Center for Education Statistics in Washington, DC. My work group reported on the condition of education in the United States. We researched specialized education topics such as growth in science achievement of students across their high school years, college enrollment and grade retention. Our statistical reports were delivered to all representatives in the United States Congress.

I also worked in the education branch of the US Census Bureau as a demographer where I created education projections, conducted special analyses and reported national school enrollment numbers by demographic groups.

Over the years I have brought my research experiences into the classroom for students to benefit from. By offering courses such as statistical methods, telephone survey methods, and secondary data analysis, my students have learned the essentials of doing quantitative research. I have also ventured far beyond my main academic training and taught a variety of core substantive courses in sociology such as deviance, religion, stratification, political sociology, organizational behavior and environmental sociology. Indeed, I consider myself a well-rounded teacher who is willing to explore new areas and effective at motivating students to study society.

Finally, in order to increase my understanding of classical theoretical works in sociology and to understand better American society, I have challenged myself to learn Chinese and become knowledgeable of Chinese society. After landing a professor's job at Mansfield University, I was able to begin conducting research and teaching sociology in China and Taiwan. I continue to pursue these cross-cultural opportunities today. My latest project involves the dating and marriage attitudes and behaviors of American and Chinese students. These pursuits enrich me as an intellectual and a person. More importantly, they show students and others that there is a whole world out there for us all to explore and learn from.

Course Description

Introductory sociology is an overview of the major concepts, theories, research methods, and content areas involved in the scientific study of human societies. Analysis is made of selected aspects of social behavior at interpersonal, inter-group and societal levels. Global and comparative perspectives are explored throughout the course. Ideally this course should develop a person's 'sociological imagination', which is an awareness of the connection between personal experience and the social environment.

The main course goals are to develop or improve student's understanding of: major sociological theories, common social science research methods, the basic scientific method, social forces that shape individual behavior, and major research findings from the various topic areas (demography, education, deviance, religion, family etc).

Syllabus

Part I: The Focus and Methods of the Sociological Enterprise

This section focuses on the major theoretical perspectives in sociology and the research methods used to investigate the social world. Causality and the scientific research process are stressed. Students are then introduced to the

concept of culture and the ways sociologists define and examine it.

Days 1-2

1. What is sociology? Chpt. 1
2. Major sociology research methods. Chpt. 2
3. Culture and society. Chpt. 3

TEST 1

Part II: Socialization into the Social Structure and its Inequalities

Socialization is the means by which societies continue to exist by passing their cultures on to subsequent generations. Forces not always recognized by individual actors commonly shape social interaction in our daily life. Often inequalities between categories of individuals are passed on through socialization and social institutions. We will explore the many obvious and subtle means by which individuals become societal members and how society maintains and reproduces inequalities.

Days 3-5

1. Socialization. Chpt. 4
2. Social interaction and everyday life. Chpt. 5
3. Stratification, class, gender and racial inequality. Chpts. 8, 10, 11

TEST 2

Part III: Social Institutions

Institutions are fairly stable systems of norms, values, statuses, and roles that develop around the needs and goals of a society. As such, social institutions are important components of the social structure in that they meet needs that must be met if a society is to survive. The major social institutions will be examined and we'll look at how individuals fit in to the complex social structures surrounding them.

Days 6-7

1. Marriage and Family. Chpt. 15
2. Education. Chpt. 16
3. Religion. Chpt. 17

TEST 3

Part IV: Social Processes

While elements of the social structure such as groups and institutions provide for stability and order within societies, there is also change and flux within societies. In fact, society has been often characterized as being in a state of 'ordered flux.'

How is order established in unstructured settings? Is change good? How do societies change over time? What causes them to change? These are the questions we will examine in the last few chapters.

Day 8

1. Urbanization, population. Chpt. 19
2. Conformity and deviance. Chpt. 7
3. Social change and collective behavior. Chpt. 13


TEST 4

*Note: schedule is adjustable depending on timeframe, needs and interests

MEMBRANE TRANSPORT AND PHARMACOKINETICS

跨膜运输与药代动力学

开课学院：基临院

任课教师 Instructor's Information	姓名 Name	Ikumi Tamai		
	性别 Gender	男		
	国籍 Nationality	日本		
	职称/职务 Title	教授	邮箱地址 Email	tamai@p.kanazawa-u.ac.jp
	最终学位 Degree	博士	任职单位 Work Place	日本金泽大学
课程信息 Course Information	课程名称(中英文对照) Course Name	跨膜运输与药代动力学 Membrane Transport and Pharmacokinetics		
	授课对象 Open to	All Students	学时 Class Hour	24
	授课时间 Lecture Schedule	7.15-7.22	考核方式 Assessment Method	书面作业 50%，演讲 50%

Resume of Instructor

Ikumi Tamai 教授于 1988 年毕业于日本东京大学，获得药学博士学位，1989 至 1991 年在美国芝加哥大学和密西根大学从事博士后研究。1992 年起工作于金泽大学、东京理工大学药学院，目前任金泽大学药物跨膜转运及药物代谢研究室主任，主要研究方向为药物代谢动力学及药物转运体。曾任日本药动学会《Drug Metabolism & Pharmacokinetics》杂志主编，现任《Biopharmaceutics & Drug Disposition》副主编，同时为《Drug Metabolism & Disposition》、《Molecular Pharmaceutics》等四个国际知名杂志的编委。

Course Description

本课程主要将介绍药物代谢动力学以及膜转运体在生理上、药物代谢、药物治疗以及新药开发中的重要作用。课程将围绕药物代谢动力学和膜转运体的基本概念，利用各种案例阐明 OATP, URAT 等转运体的在药物相互作用、食物与药物相互作用、以及内源性物质转运中重要性。通过课程的学习，学生可掌握药物代谢动力学的基础知识，同时对药物转运体的作用有基本的了解。

This class mainly deals with the bases of pharmacokinetics, membrane transport and importance of membrane transporters in drug absorption and disposition to understand pharmacokinetic properties of drugs, which should be important in drug development and pharmacotherapy. In addition, importance of

membrane transporters for nutrients and physiological compounds are described, including urate and carnitine. More practically, classification of membrane transport process and transporter molecules are explained. Pharmacokinetic relevance of transporters are described. Transporter-based regulations of physiological compounds such as uric acid mainly and carnitine optionally are described. In addition, the mechanisms for altered serum uric acid levels by clinically used drugs are explained that are important to maintain normal serum uric acid level. Through this course, students learn current understanding of pharmacokinetics, membrane transport and transporters that are especially important for students who learn pharmaceutical sciences.


Syllabus

- 1: Introduction to ADME PK
- 2: Basis of membrane transport and transporters
- 3: Characteristics of drug transporters; MDR1, BCRP, MRPs, OATPs, OATs, OCTs
- 4: Effect of food and PGx on transporters, OATP2B1
- 5: Mechanisms regulating SUA mainly by transporters including food effect and uric acid related diseases.

Basic and development of cardiovascular pharmacology

心血管药理学-基础及进展

开课学院：基临院

任课教师 Instructor's Information	姓名 Name	Robert Widdop			
	性别 Gender	男(female)			
	国籍 Nationality	澳大利亚(Australia)			
	职称/职务 Title	教授(professor)	邮箱地址 Email		
	最终学位 Degree	博士(phD)	任职单位 Work Place	Monash University	
课程信息 Course Information	课程名称(中英文对照) Course Name	心血管药理学-基础及进展 Basic and development of cardiovascular pharmacology			
	授课对象 Open to	大二及以上	学时 Class Hour	16	
	授课时间 Lecture Schedule	2018.7.16-7.22	考核方式 Assessment Method	现场报告 (presentation)	

Resume of Instructor

澳大利亚莫纳什大学为全球百强学校，在 2017 年 QS 全球专业排名中，其药学及药理学专业名列第 2，仅次于哈佛大学。Robert Widdop 教授为药理学系系主任，长期从事心血管药理学研究，其领导的团队在 hypertension 等高水平杂志上发表了 140 余篇论文，获得了 38 项各类资助，在血管紧张素调控研究领域享有极高的声誉。

Monash University is the top 100 Universities in the world. In the list of the Top Pharmacy & Pharmacology Schools in the World Based on the QS World University Rankings by Subject 2017, Monash university was ranked as top2. Professor Robert Widdop is the leader of pharmacology departments, and his research in the RAS area is outstanding. His team has published more than 140 papers and gotten 38 funds.

附：《2017 年最新世界大学药学专业排名》见网址：
<https://www.liuxue86.com/a/3305645.html>

Robert 教授的详细介绍可参见如下网址：

<https://research.monash.edu/en/persons/robert-widdop>

Course Description

Robert Widdop 教授将讲授心血管药物的基础药理学知识，同时介绍心血管药理学最新研究进展，肾素-血管紧张素-醛固酮系统药理研究最新进展等。

Professor Robert Widdop will teach a program on drugs related to cardiovascular disease which would involve some basic pharmacology of these drugs in CVD. He would also talk about the development of drugs in RAS area.

Syllabus

D1, 9:00am-12:00am

基础心血管药理学第一讲

Basic theory of cardiovascular pharmacology(part 1)

D2, 9:00am-12:00am

基础心血管药理学第二讲

Basic theory of cardiovascular pharmacology(part 2)

D3, 9:00am-12:00am

RAS 系统药物研究进展第一讲

Development of drugs in RAS(part 1)

D4, 9:00am-12:00am

RAS 系统药物研究进展第二讲

Development of drugs in RAS(part 2)

D5, 8:30am-12:30am


研讨及汇报

Workshop and presentation

HOW ARE DRUGS DISCOVERED?

药物研发与前沿进展

开课学院：理学院

任课教师 Instructor's Information	姓名 Name	Pui Kai Li			
	性别 Gender	Male			
	国籍 Nationality	USA			
	职称/职务 Title	Professor	邮箱地址 Email		li.27@osu.edu
	最终学位 Degree	Ph.D.	任职单位 Work Place		Ohio State University
课程信息 Course Information	课程名称(中英文对照) Course Name	How are drugs discovered? 药物研发与前沿进展			
	授课对象 Open to	Undergraduate and graduate students	学时 Class Hour	24	
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessment Method	Short report, group and individual oral presentations (in English)	

Resume of Instructor

Dr. Pui Kai Li is currently the faculty at the Division of Medicinal Chemistry, College of Pharmacy, The Ohio State University. He received his bachelor degree in Pharmacy from the University of Wyoming (1983) and Ph.D degree in Medicinal Chemistry at The Ohio State University (1988). Dr. Li has been involved in teaching Medicinal Chemistry focusing on drug design and discovery for more than 25 yrs. He also established research programs in discovery new drugs for the last 25 yrs and has published more than 100 research papers on new drugs development.

Resume: Pui Kai Li, Ph.D.

Birthday – August 30, 1957

Occupation – Professor

University name – The Ohio State University

Address – College of Pharmacy, The Ohio State University, Columbus OH 43210 USA

Phone # 614-688-0253 Fax 614-688-5886

email : li.27@osu.edu

Classes taught the last 3 yrs at The Ohio State University

1. Medicinal chemistry I (for pharmacy students) – focus on drugs for the treatment of hypertension and diabetes.
2. Medicinal chemistry II (for Pharmacy student) – focus on drugs for the

treatment of infectious diseases (antibiotics), pain (anti-inflammatory) and cancer immunotherapeutic agents.

3. Advanced Medicinal Chemistry – Signal Transduction pathway and cancer – overview the major signaling pathways (receptor tyrosine kinase, PI3 kinase Akt, Ras/Raf MAPkinase signaling, STAT, cell cycle signaling, signaling of immune cells and cancer immunotherapy).

4. Principle of drug action (for pharmacy student) – focus on principle of drug design and action.

5. Introduction to Medicinal Chemistry (for undergraduate students) – focus on the principle of drug design and discovery

Education and Academic position

1983 Bachelor degree in Pharmacy, University of Wyoming,

1988 Ph.D. degree in Medicinal Chemistry, Division of Medicinal Chemistry and Pharmacognosy, College of Pharmacy, The Ohio State University

Academic Appointments

1984 – 1986 Graduate Teaching Assistant, The Ohio State University, Columbus, OH

1986 – 1988 Graduate Research Assistant, The Ohio State University, Columbus, OH
1988 – 1989 Postdoctoral Researcher, Department of Medicinal Chemistry, College

of Pharmacy, The Ohio State University, Columbus, OH

1989 – 1990 Postdoctoral Researcher, Department of Veterinary Physiology and Pharmacology, The Ohio State University, Columbus, OH

1990 -1996 Assistant Professor, School of Pharmacy, Department of Pharmaceutical Chemistry and Pharmaceutics, Duquesne University, Pittsburgh, PA

1995 – 1999 Associate Professor, School of Pharmacy, Department of Pharmaceutical Chemistry and Pharmaceutics, Duquesne University, Pittsburgh, PA

1999 – 2003 Associate Professor, College of Pharmacy, Division of Medicinal Chemistry and Pharmacy, The Ohio State University, Columbus, OH

2003 – 2013 Associate Professor, College of Pharmacy, Chair, Division of Medicinal Chemistry and Pharmacy, The Ohio State University, Columbus, OH

2013 – present Associate Professor, College of Pharmacy, Division of Medicinal Chemistry and Pharmacy, The Ohio State University, Columbus, OH

Research projects the last 3 yrs

1. Design and synthesis of niclosamide analogs as androgen receptor degrader for prostate cancer.

2. Design, synthesis and studies of Mps1/TTK kinase inhibitors for cancers.

3. Design and synthesis of mixed lineage kinase 4 (MLK4) inhibitors for Glioblastoma.

4. Design, synthesis and studies of STAT3 inhibitors as potential agents for the treatment of cancers.

5. Design, synthesis and studies of Vitamin E analogs as antitumor agents for prostate cancer.

Selected Publications (out of a total of 105 publications)

Li, Y.; Li, P. K.; Roberts, M. J.; Arend, R. C.; Samant, R. S.; Buchsbaum, D. J. Multi-targeted therapy of cancer by niclosamide: A new application for an old drug. *Cancer Lett.* Jul 10;349(1): 8-14 (2014)

Kim, T.D.; Fuchs, J.R.; Schwartz, E.; Abdelhamid D.; Berry, W.L.; Li, C.; Ihnat, M.A;

Li, P.K.; Janknecht, R. Pro-growth role of the JMJD2C histone demethylase in HCT-

116 colon cancer cells and identification of curcuminoids as JMJD2 inhibitors. *American Journal of Translational Research* 15(6), 236 – 47, (2014)

Kesnger, J.W.; Mehta, M.; Lerner, M.R.; Brackett, D.J.; Brueggemeier, R.W.; Li, P.K.; Panto, J.T. *Anticancer Research* 35(1) 47-52, (2015)

Arend RC, Londoño-Joshi AI, Gangrade A, Katre AI, Kurpad C, Li Y, Samant RS, Li PK, Landen CN, Yang ES, Hidalgo B, Alvarez RD, Straughn JM, Forero A, Buchsbaum DJ.

Niclosamide and its derivatives are potent inhibitors of Wnt/ β -catenin, mTOR and STAT3 signaling in ovarian cancer. *Oncotarget*: 7(52): 86803-86815 (2016).

Zhao J, Yu H, Liu Y, Gibson SA, Yan Z, Xu X, Gaggar A, Li PK, Li, C, Benveniste EN, Dong L, Qin H. Protective Effects and Mechanisms of Suppressing STAT3 Pathway on LPS-induced Acute Lung Injury. *Am J Physiol Lung Cell Mol Physiol*: 311(5) L868-880 (2016).

Sugimoto Y, Sawant DB, Fisk HA, Mao L, Li C, Chettiar S, Li PK, Darby MV, Brueggemeier RW. Novel Pyrrolopyrimidines as Mps1/TTK Kinase Inhibitors for Breast Cancer. *Bioorg Med Chem*: 25(7), 2156-2166 (2017).

Course Description

In the near future, China will be the world leader in drug discovery. For students interested in life sciences, it is important to understand the drug discovery process. This course will present in a simple and clear manner the process of drug discovery. Students will learn the cutting edge processes of drug discovery with examples of the latest new drugs (for cancers, diabetes and HIV) currently used to treat patients. This course is suitable for undergraduate students majoring in life sciences and also students interested in medical research.

课程描述：在不久的将来，在药物发现领域中国将成为世界领先。对生命科学感兴趣的学生来说，了解药物发现过程是很重要的。本课程将以简单明了的方式介绍药物发现的过程。并用最新的治疗癌症、糖尿病和 HIV 的药物来向学生们介绍最前沿的药物发现过程。本课程适用于药学、生命科学专业的本科生以及对医药学研究感兴趣的学生。

Course format: course will be delivered (in English) in a more interactive manner. It will involve lectures will powerpoint presentation. Students will be required to be involved in research paper review, team based learning and group discussions (in English). Students will have a lot of opportunity to communicate with the teacher and the other students in English.

课程形式: 课程全英文授课, 将以更具互动性的方式进行。它将包括讲课, 幻灯片演示。学生将被要求参加研究论文的复习, 小组学习和小组讨论(英文)。学生将有很多机会与老师和其他学生用英语交流。

Syllabus

Course syllabus (How are drugs discovered?)

- Overview of Drug Discovery
- Program selection (what type of diseases do we want to treat, Cancer, Diabetes, HIV?)
- Identification of drug targets and drug hit: small molecules or natural products
- What are high throughput drug screening and virtual screenings.
- What are the approaches after identify drug hits (Lead optimization – pharmacophore and structure activity relationships)
- Drug optimization methods
- What are ADME (administration, distribution, metabolism, excretion) and drug properties.
- Examples of New Drug discovery

For cancer – latest epigenetic drugs


For Diabetes – glucose transporter inhibitors

For HIV – Integrase inhibitors

ENGLISH WRITING SKILLS

英文写作技能

开课学院：理学院

任课教师 Instructor's Information	姓名 Name	Jie Jack Li			
	性别 Gender	Male			
	国籍 Nationality	USA			
	职称/职务 Title	Associate Professor	邮箱地址 Email	lijiejackli@hotmail.com	
	最终学位 Degree	PhD	任职单位 Work Place	USF	
课程信息 Course Information	课程名称 (中英文对照) Course Name	英语写作技能 English Writing Skills			
	授课对象 Open to	大二及以上 年级学生	学时 Class Hour	24	
	授课时间 Lecture Schedule	July 15-22	考核方式 Assessment Method	An Essay	

Resume of Instructor

李杰，化学副教授。分别于1983年及1988年于南京大学获得学士学位与硕士学位，1995于印第安那大学获得博士学位，后于麻省理工学院进行博士后培训。具有15年药剂师从业经验，先后出版英文书刊25本。

Dr. Jie Jack Li received his BS and MS from Nanjing University in 1983 and 1988, respectively. He earned his PhD at Indiana University in 1995 and carried out his postdoctoral training at MIT. After 15 years working as a medicinal chemist, he is now an associate professor of chemistry. He has published 25 books in English.

Course Description

该短期课程主要面向大二以上理科学学生。随着中国在国际科学舞台上日益突出的科研能力，中国学生的英语写作能力在表达、传播中国的科研成就方面就显得愈发重要。本课程以撰写简单的商业书信和散文为切入点，接着介绍了如何撰写具备正确格式的上下文和参考文献的科学出版物。该课程还教授如何阅读、消化和总结一次文献，以及如何撰写评论和书籍章节等。最后还介绍了编写科学书籍的基本概念。

This short course is mainly geared toward students with science majors. With China being more and more prominent on the international scientific stage, our students' English writing skills are becoming more and more important to convey

our achievements. This course begins with writing simple business letters and essays and moves on to writing scientific publications with the correct format for the context and references. The class also teaches how to read, digest and summarize primary literature and then write reviews and books chapters. Finally, basic concepts for how to write a scientific book are covered as well.

Syllabus

Class I, Monday, July 16

9:00am-12:00pm, Business letter writing

2:00pm-4:00pm, Editing and group discussion

Class II, Tuesday, July 17

9:00am-12:00pm, Essay writing

2:00pm-4:00pm, Editing and group discussion

Class III, Wednesday, July 18

9:00am-12:00pm, Scientific publication writing

2:00pm-4:00pm, Editing and group discussion

Class IV, Thursday, July 19

9:00am-12:00pm, Reviews and book chapter writing

2:00pm-4:00pm, Editing and group discussion

Class V, Friday, July 20

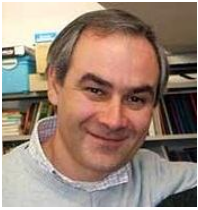
9:00am-12:00pm, Book writing and final exam

2:00pm-4:00pm, Seminar at Nanjing University

INTRODUCTION TO MOLECULAR MODELING AND DRUG DESIGN

分子建模与药物设计导论

开课学院：生命科学与技术学院

任课教师 Instructor's Information	姓名 Name	Prof. Stefano Moro		
	性别 Gender	男 Male		
	国籍 Nationality	意大利 Italian		
	职称/职务 Title	教授 Full Professor	邮箱地址 Email	stefano.moro@unipd.it
	最终学位 Degree	博士 Ph.D.	任职单位 Work Place	意大利帕多瓦大学药 学与药理学系 Dept. Pharmaceutical and Pharmacological Sciences University of Padova ITALY
课程信息 Course Information	课程名称(中英文对照) Course Name	分子建模与药物设计导论 Introduction to Molecular Modeling and Drug Design		
	授课对象 Open to	本科生 Undergraduate	学时 Class Hour	24
	授课时间 Lecture Schedule	7.15-7.22	考核方式 Assessment Method	综合考评 Multiple choice test

Resume of Instructor

Stefano Moro received his M.S. degree in Medicinal Chemistry (1991) and the Ph.D. degrees in Physical Organic Chemistry (1995) at University of Padova. Following his doctoral studies, from 1996 until 1998, he was Fogarty Postdoctoral Associate with Dr. Kenneth Jacobson in the Molecular Recognition Section, National Institute of Diabetes, Digestive, and Kidney Diseases, of the National Institutes of Health in Bethesda (MD, USA), before joining again the University of Padova in 1999 as Assistant Professor. In 2003, Dr. Moro was invited as Visiting Professor at the School of Pharmacy of the ETH of Zurich, Switzerland. In 2010 he was appointed as Full Professor in Medicinal Chemistry of the University of Padova, Italy.

Stefano Moro is the principal investigator of the Molecular Modeling Section (MMS, mms.dsfarm.unipd.it) at the Department of Pharmaceutical and Pharmacological Sciences.

He has authored or co-authored more than 250 original research papers and 2 EU patent. Until today, its H-index is equal to 50 extracted from more than 7800 citations (Scopus, 02/03/2018).

Stefano Moro is also the recipient of several national and international awards: March 1991: Federchimica National Award for Young Research Excellence in Chemistry; October 1993: IBM Foundation National Award for Research Excellence in Chemistry; January 1998: N.I.H. Fellow Award for Research Excellence; May 2000: Federchimica National Award for Research Excellence in Chemistry; September 2002: Farindustria National Award for Research Excellence in Medicinal Chemistry.

His name was included in the VIA-Academy Top Italian Scientists.

Course Description

本课程旨在介绍新药设计优化领域中的先进计算方法学和处理方式的基本知识，展现药物的理化性质和药理特征之间的关联，并从分子水平上推测它们可能的作用机制。

课程为理论教学，但须经一系列实验进行巩固，在此过程中学生将学习到多种计算工具和信息学分析方法，这些工具和方法已被广泛应用于药学和生物技术领域学术研究和工业实践。

This course aims to provide the student with basic knowledge on modern computational methodologies and computing in the field of design and optimization of new drugs, characterization a priori of their chemical-physical and pharmacological properties, and study at the molecular level of their possible mechanisms of action.

The course is theoretical but it is corroborated of a series of exercises, where a student will know some of the computational tools and informatics most used in both academic and in the various industrial reality to character pharmaceutical and biotechnology.

Syllabus

Time-independent methodologies in the identification and optimization of drug candidates:

- structures and properties similarity,
- pharmacophore hypothesis,
- molecular docking,
- virtual screening.

Time-dependent methodologies in the identification and optimization of drug candidates:

- molecular dynamics (MD),
- supervised molecular dynamics (SuMD)
- free energy perturbation (FEP).


Evaluation. The examination at the end of the course aims to test the student's ability to understand important aspects related to the molecular modeling and drug design.

Final exam: multiple choice test

PHARMACOLOGY AND DRUG DISCOVERY

药理学与药物发现

开课学院：中药学院

任课教师 Instructor's Information	姓名 Name	James.Barrett		
	性别 Gender	Male		
	国籍 Nationality	USA		
	职称/职务 Title	Professor	邮箱地址 Email	
	最终学位 Degree	Ph.D	任职单位 Work Place	Drexel University
课程信息 Course Information	课程名称(中英文对照) Course Name	Pharmacology and Drug Discovery 药理学与药物发现		
	授课对象 Open to	All CPU undergraduates	学时 Class Hour	24
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessment Method	Essay Examination

Resume of Instructor

Dr. Barrett is Professor of Pharmacology and Physiology and Founding Director of the Drug Discovery and Development Program at Drexel University College of Medicine. He currently directs the Clinical and Translational Research Institute.

He received his Ph.D. from Pennsylvania State University that was followed by a Postdoctoral Fellowship at the Worcester Foundation for Experimental Biology. He was on the faculty of at the Uniformed Services University of the Health Sciences before moving to the pharmaceutical industry where he was first Head of Neuroscience Discovery at Wyeth Pharmaceuticals. Just prior to returning to academia as Chair of the Department, and after 15 years in the pharmaceutical industry, he was Sr. VP, Chief Scientific Officer at Adolor Corporation. He has published more than 300 scientific articles and abstracts, along with 6 books in the area of neuropharmacology, behavioral pharmacology, translational research and neuroscience.

He has served as President of the Behavioral Pharmacology Society, the American Society for Pharmacology and Experimental Therapeutics and the Association of Medical School Pharmacology Chairs. He has received a number of awards that include the Solvay-Duphar Award for research on affective disorders, the George B. Koelle Award for contributions to teaching and research, the P.B. Dews Lifetime achievement award and the Torald Sollmann Award in pharmacology for significant contributions to the advancement and extension of knowledge in the field of pharmacology.

His current research emphasis is in the area of pain, its co-morbid pathologies and on basic mechanisms and biomarkers for the development of new therapeutics.

Course Description

The course will cover basic principles of pharmacology specifically as they relate to the discovery and development of new therapeutics. The main focus will be on how new drug targets are identified, how drugs are discovered based on those findings, and then validated and developed for approval by the regulatory authorities. Lectures will take the students through the entire process from early discovery to commercial approval and will include preclinical toxicology, clinical trials and regulatory considerations.

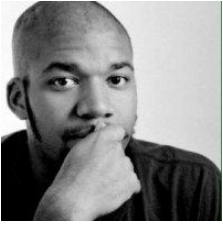
Syllabus

- Lecture 1: Introduction and overview of the course – Where do new drugs come from?
The Process of Drug Discovery – Historical Perspectives & Current Status
Project teams and organization
- Lecture 2: Target based drug discovery – Target identification and Validation
Screening for drug leads – High throughput screening, phenotypic screening
Drug lead identification and optimization
- Lecture 3: Preclinical Assessment – In vitro and in vivo systems
The role of animal models
ADME/PK/PD – Drug absorption, distribution and metabolism
- Lecture 4: Safety pharmacology and Toxicology
Regulatory Issues and requirements
- Lecture 5: Case Study: The development and commercialization of alvimopan (Entereg©)
Preparing for Phase I studies: The Investigational New Drug (IND)
Phase I Studies – First in Human Safety studies
- Lecture 6: Clinical Research – Phase II-III – Safety and Efficacy
Clinical trial design – adaptive trials
Translational Medicine & Biomarkers
- Lecture 7: New Developments:
“Precision medicine” – pharmacogenomics, metabolomics & pharmacogenetics
Pharmacoepidemiology
- Lecture 8: Final Examination

INTRODUCTION TO ELECTRON MICROSCOPY AND ITS APPLICATION

电子显微镜导论及其应用

开课学院：中药学院

任课教师 Instructor's Information	姓名 Name	Jotham R. Austin, II		
	性别 Gender	Male		
	国籍 Nationality	USA		
	职称/职务 Title	Director & Research Assistant Professor	邮箱地址 Email	Jotham@uchicago.edu
	最终学位 Degree	PhD	任职单位 Work Place	The University of Chicago
课程信息 Course Information	课程名称(中英文对照) Course Name	Introduction to Electron Microscopy and its Application 电子显微镜导论及其应用		
	授课对象 Open to	All undergraduates	学时 Class Hour	24
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessment Method	Essay Examination

Resume of Instructor

Dr. Jotham R. Austin, II is the Director of the Advanced Electron Microscopy Core Facility and a Research Assistant Professor in the Dept. of Molecular Genetics and Cellular Biology at The University of Chicago, with over 24 publications focused on EM techniques and applications. Dr. Austin's overall research goals are focused on developing correlative workflows that bridge the resolution gaps between high-resolution dynamic light microscopy, large-volume EM and X-ray imaging, 3-D tomography and atomic structural determination.

Course Description

This course will focus on the Principles and Applications of Electron Microscopy for Life Sciences.

Syllabus

July 16 th Lesson 1-3	Introduction, Terminology, and History of Electron Microscopy: How the Electron Microscopy Works: Gun, Optics, Detectors, Vacuum Systems, Beam specimen interactions, and Image formation
July 17 th Lesson 4-6	Chemical Fixation, Negative stain, and Ultramicrotomy Cryo-Preservation: High Pressure Freezing and Freeze Substitution, and Plunge Freezing
July 18 th Lesson 7-9	Volume Imaging: Serial Sectioning, BlockFace and FIB milling; 3D electron tomography (TEM and STEM): Plastic and Cryo
July 19 th Lesson 10-12	Immunocytochemistry, Correlative Light-Electron Microscopy, correlative X-ray-Electron Microscopy
July 20 th Lesson 13-15	Single Particle Cryo-EM, sample preparation, imaging and analysis; Discussion on the future of TEM
July 21 st Final lesson	Exam

ESSENTIAL IMMUNOLOGY

免疫学基础

开课学院：中药学院

任课教师 Instructor's Information	姓名 Name	Rong L. He		
	性别 Gender	Female		
	国籍 Nationality	USA		
	职称/职务 Title	Associate Professor	邮箱地址 Email	rhe@csu.edu
	最终学位 Degree	Ph.D	任职单位 Work Place	Chicago State University
课程信息 Course Information	课程名称(中英文对照) Course Name	Essential Immunology 免疫学基础		
	授课对象 Open to	All CPU undergraduates	学时 Class Hour	24
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessment Method	Student Presentation and Essay Examination

Resume of Instructor

Dr. Rong L. He is an Associated Professor in the Dept. of Biological Sciences at Chicago State University. Dr. He has about 20 years of research and teaching experience on immunology with about 40 publications. Her research is focusing on the understanding the mechanisms of immune cell activation and inactivation. She is also working on classification of virus and bacterial to predict pathogens using bioinformatics tool. She has awarded NIH, NSF and AHA grants.

Course Description

This course summaries the essential knowledge of how organisms define and defend themselves from various pathogens. It provides a complete background to the functions of innate and adaptive immunity with respect to the organs, cells and predominant molecules of the immune system. These principles build a platform for understanding the mechanisms of normal immune function.

Syllabus


7月16(3 h)	Basic concepts in immunology; innate immunity vs. adaptive immunity
7月17(3 h)	The first lines of defense and compliment system; the innate cell responses and TLR receptors

7 月 18 (2 h)	Antigen recognition by BCR and TCR, and receptor generation.
7 月 19 (3 h)	Antigen presentation to T lymphocytes and MHC molecules; antigen receptor signaling and lymphocyte activation
7 月 20 (3 h)	Dynamics of adaptive immunity; acquired immune deficiency syndrome
7 月 21 (2 h)	Discussion and exam

WONDERS IN LIFE SCIENCE

探秘中华医药

开课学院：中药学院

任课教师 Instructor's Information	姓名 Name	陳新		
	性别 Gender	男		
	国籍 Nationality	美國		
	职称/职务 Title	教授	邮箱地址 Email	xchen@umac.mo
	最终学位 Degree	中醫學博士 免疫學博士	任职单位 Work Place	澳門大學 中華醫藥研究院
课程信息 Course Information	课程名称(中英文对照) Course Name	探秘中華醫藥 Wonders in life science		
	授课对象 Open to	本科生	学时 Class Hour	24 學時
	授课时间 Lecture Schedule	7 月 15-22	考核方式 Assessment Method	Presentation and test

Resume of Instructor

陳新博士于 1984 年及 1987 年在湖北中医药大学获得中医学士及硕士学位, 1991 年在廣州中醫藥大學獲得中醫學博士學位, 其後他從荷蘭內梅亭大學獲得免疫學博士學位。陳新博士從 1991 年到 1998 年在深圳市中西醫結合研究所/深圳市第二人民醫院從事臨床及科研工作。其後, 陳新博士在英國朴茨茅斯大學藥學及生物醫學學院接受博士後訓練。他於 1999 年 4 月加入美國國家癌症研究所(NCI)/美國國立衛生研究院(NIH)的分子免疫調節實驗室(LMI), 先後擔任科學家 II 及高級科學家。2003 年至 2014 年, 陳新博士還兼職在 NIH FAES 研究生院從事中醫藥及針灸學教學工作。自 2014 年 10 月起, 他任職於澳門大學, 現為該校中藥質量研究國家重點實驗室及中華醫藥研究院的生物醫學教授, 同時也是美國國家腫瘤研究所客座研究員。自 2000 年以來, 陳新博士發表 SCI 論文 80 多篇, 現擔任 Journal of Leukocyte Biology, Cellular and Molecular Immunology, Chinese Medicine 等雜誌編委以及 Frontiers in Immunology 客座副主編, 並作為特約審稿人為 50 多個國際學術刊物審閱稿件, 他是 10 多個國際科研基金評審人。

Course Description

Traditional Chinese medicine (TCM), including acupuncture, has been practiced in China and other Asian nations for more than 2,000 years and has gained

increasing attention and popularity all around the world including Europe and North America. The main objectives of this course are 1) to provide an overview of Chinese medicine and acupuncture, from historical, scientific and international perspectives; 2) to introduce the cultures developed along with the therapeutic philosophy in Chinese medicine; 3) to discuss how modern technologies are used for mining the treasure and uncovering the healing power of Chinese medicine. The modulatory effect of Chinese medicine on immune system will be the focus of discussion. Students will learn the basic principles of TCM, and acquire up-to-date information on the medicinal use and scientific research of TCM.

中醫藥（包括針灸）在中國和其他亞洲國家的使用有超過兩千年的歷史。目前，中醫及針灸在全球範圍內（包括歐洲和北美）也越來越受到歡迎。該課程的主要目的是：1）從歷史、科學和國際視角，概述中醫藥及針灸的發展及現狀；2）介紹中醫、針灸文化及對疾病的治療理念和方法；3）討論使用現代科學技術發掘中醫藥寶庫及揭示其治療學價值的成果，重點介紹中醫藥對人體免疫系統調節作用方面的研究。學生可以通過該課程，學習到中醫、針灸理論的基本原則和治療方法，以及中醫藥、針灸的科學研究進展。


Syllabus

1. Overview of Chinese medicine: from perspective of scientist
(中醫學概論：從一個科學家的角度看中醫)
2. How does Chinese medical doctor diagnose a medical condition?
(中醫如何診斷疾病)
3. How does Chinese medical doctor treat a medical condition?
(中醫如何治療疾病)
4. Does Chinese medicine regulate immune system?
(中醫藥能調節免疫系統嗎?)
5. Acupuncture: history, theory and practice
(針灸的歷史、理論及應用)
6. Location of the most frequently used acupuncture points and technique of acupressure or acupoint massage: you can be your own doctor!
(常用穴位及其保健作用)
7. Acupuncture therapy: a supernatural power with scientific evidence
(針灸療法的科學研究)

MEDICAL PRODUCT REGULATIONS IN THE U.S.

美国医药政策与法规

开课学院：商学院

任课教师 Instructor's Information	姓名 Name	Chiaoyun Kuo		
	性别 Gender	Male		
	国籍 Nationality	USA		
	职称/职务 Title	Assistant Professor	邮箱地址 Email	chiaoyuk@usc.edu
	最终学位 Degree	PhD	任职单位 Work Place	University of Southern California
课程信息 Course Information	课程名称(中英文对照) Course Name	Medical Product Regulations in the U.S.		
	授课对象 Open to	3rd and 4th year college students	学时 Class Hour	24
	授课时间 Lecture Schedule	7月15-22	考核方式 Assessment Method	One Multiple-Choice Exam (July 20); and a group project and presentation (July 20)

Resume of Instructor

Dr. Kuo is a faculty member in the Department of Regulatory and Quality Sciences, School of Pharmacy where he coordinates the courses like “Asian Regulatory Environments”, “Current Thinking in Regulatory Affairs”, “Pharmaceutical Product Reimbursement” and is the principal instructor for topics of “orphan drug regulations”, “clinical trial application drafting”, and “medical product intellectual property”. He also directs the Consulting Service in the International Center for Regulatory Science providing consultation on regulatory compliance, submission requirements, and strategic planning for innovative products to USC investigators and community members. Dr. Kuo has been working in regulatory affairs for the past 15 years and engaged in full spectrum of medical products and regulatory activities – from drugs and biologics, to medical devices, dietary supplements, cosmetics, as well as quality, auditing and clinical trials. His prior experiences including basic research, bioinformatics, and patent prosecution. Dr. Kuo completed his Ph.D. in the field of biomedical sciences, received degrees and postdoctoral training at USC and Stanford University and is certified by the USPTO and the Regulatory Affairs Professional Society (RAPS).

Course Description

This introductory course is designed as a first course for students enrolled in the formal Regulatory Science Master's program. It also can be an optional course that serves as an overview for international students and students from other disciplines, such as graduate programs in biomedical, pharmaceutical and engineering fields. The course is designed to introduce the laws, regulations and institutions governing medical products in North America. Students will be introduced to the purposes of regulations and their relationships with the law. Particular attention will be paid to regulations that shape the developmental path of medical products. The students should be able to map the history of regulatory policies in the US. They should be able to differentiate the spheres of organization, authority and products regulated of FDA centers and local authorities. Students will also become familiar with the regulations shaping the structure and conduct of preclinical and clinical trials.

Syllabus

Medical Product Regulations in the U.S.

CPU, Nanjing

July 16-20, 2018

Instructor: Dr. Chiaoyun Benson Kuo

E-mail address: chiaoyuk@usc.edu

Required Text:

Douglas J. Pisano and David Mantus (2014) FDA Regulatory Affairs (Third Edition)

(Preview version in PDF format is available)

Course Description:

This introductory course is designed as a first course for students enrolled in the formal Regulatory Science Master's program. It also can be an optional course that serves as an overview for international students and students from other disciplines, such as graduate programs in biomedical, pharmaceutical and engineering fields. The course is designed to introduce the laws, regulations and institutions governing medical products in North America. Students will be introduced to the purposes of regulations and their relationships with the law. Particular attention will be paid to regulations that shape the developmental path of medical products.

General Course Objectives:

The textbook, in-class discussions, lecture materials and student presentations are designed to help students:

1. To be able to map the history of regulatory policies in the US;
2. To be able to differentiate the spheres of organization, authority and products regulated of FDA centers; and
3. To become familiar with the regulations shaping the structure and conduct of preclinical, clinical trials and post-market surveillance.

Tentative Course Schedule/Outline

July 16

1. Introduction to FDA and Medical Product Regulations
 - 1.1. Policy, Law and Regulation
 - 1.2. FDA History, Structure and Roles
 - 1.3. Pharmaceutical Development
 - 1.4. Intellectual Property Rights
 - 1.5. Preclinical Investigation and Good Laboratory Practice (GCP)
 - 1.6. Clinical Studies and Reimbursement

July 17

2. Drug and Biologics Regulations
 - 2.1. Innovative Drug Development
 - 2.2. Biologics Product Regulations
 - 2.3. Orphan Drug Regulations
 - 2.4. Generic Drug Regulations
 - 2.5. Over-the-Counter Drugs
 - 2.6. TCM and Dietary Supplements

July 18

3. Medical Device Regulations and Quality System Requirements
 - 3.1. Regulations of Medical Devices
 - 3.2. Medical Device Classification
 - 3.3. Registration, Listing and 510(k) process
 - 3.4. De Novo Process
 - 3.5. Medical Product Quality
 - 3.6. Combination Products

July 19

4. Clinical Trial Designs and FDA Expedited Programs
 - 4.1. Clinical Trials of Drugs: History and Requirements
 - 4.2. Clinical Trial Designs
 - 4.3. Expedited Review Programs
 - 4.4. Post-market Surveillance Programs
 - 4.5. Medical Product Reimbursement
 - 4.6. Careers in Regulatory Affairs

July 20

5. Review and Group Presentations
 - Final Exam
 - 10 pre-designed topics will be presented in English by student groups

The course schedule is flexible. If we need more time for a chapter, we will take

the time. Conversely, we may get ahead of schedule at times.

Expectations

1. To attend class.
2. To participate in class discussions.
3. To be prepared for each exam or assignment.
4. To work in team and make group presentation.

Course Grades

Final grades will be assigned on the basis of the average of the final exam, written group paper, group presentation and class participation; according to the following weights:

Final Examination	80%
Project	20%
	100%

E-Business

电子商务

开课学院：商学院

任课教师 Instructor's Information	姓名 Name	Srivatsa Seshadri			
	性别 Gender	Male			
	国籍 Nationality	United States			
	职称/职务 Title	Professor	邮箱地址 Email		seshadris@unk.edu
	最终学位 Degree	Ph.D. (Marketing)	任职单位 Work Place		University of Nebraska at Kearney
课程信息 Course Information	课程名称(中英文对照) Course Name	e-Business			
	授课对象 Open to	All Students	学时 Class Hour	24	
	授课时间 Lecture Schedule	July 15 to 22	考核方式 Assessment Method	Exam and Project presentation	

Resume of Instructor

Dr. Srivatsa Seshadri is a Professor of Marketing at the College of Business and Technology in the University of Nebraska at Kearney where he teaches Marketing and e-Business courses at undergraduate and graduate levels. He taught e-Business course at CPU-Nanjing in 2017 Summer. He also has taught these courses in Bulgaria, South Korea, and China. Dr. Seshadri has several published studies addressing pricing, e-business, entrepreneurship, ethics, cross-cultural communications, and small business management. His expertise in statistical quantitative analysis has led to his several collaborative publications outside the field of business. Until recently, he also held the position of MBA Director in the College of Business and Technology at the University of Nebraska at Kearney.

Course Description

E-Business is the use of the Internet, the World Wide Web (Web), and mobile apps to transact business. More formally, the course focuses on digitally enabled commercial transactions between and among organizations and individuals.

Syllabus

Tentative Course Schedule/Outline

TOPICS	DATES	Home Work (before next class meeting)
Backbone of e-Economy	16-Jul	Work on class project step 1; Review class lecture, discussions, and textbook chapters 1 & 2
e-business vs. e-Commerce		
e-Business Technologies		
e-Business Markets and models	17-Jul	Work on class project step 2; Review class lecture, discussions, and textbook chapters 3 & 4
e-business economies		
e-Marketing	18-Jul	Work on class project step 3; Review class lecture, discussions, and textbook chapters 5 & 6
Ethical and security issues		
Managing e-Business	19-Jul	Work on class project step 4; Review class lecture, discussions, and textbook chapters 7 & 8
e-Business strategies		
e-Business strategy implementation		
e-Business strategy evaluation	20-Jul	Complete class project; Review class lecture, discussions, and textbook chapters 9, 10, and 11
e-Business sustainability		
Project presentations and Final Exam	21-Jul	

The course schedule is somewhat flexible. If we need more time for a topic, we will take the time. Conversely, we may get ahead of schedule at times. This information will be provided in class and it is your responsibility to be aware of any changes.