

LEARNING LATIN AMERICA:

China's Strategy for Area Studies Development

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Introduction

Chinese think tanks, such as the Chinese Academy of Social Sciences (CASS), and universities, such as Nankai University in Tianjin, have studied the Latin American region for many decades. However, as China assumes an increasingly prominent global role and is exposed to higher levels of risk, the country's central government is working to expand and improve its global awareness, including of the Latin American region.

Since 2010, a series of Chinese government policies has supported the development of increasingly high quality Latin American and other area studies centers across the country, primarily in an effort to inform China's foreign policy-making. In addition to the creation of new centers, the policies encourage upgrades to existing ones through formal registration and accreditation processes.

China now boasts nearly 60 centers focused on the Latin American region alone. These range considerably in both size and capacity, from those with only one or two dedicated staff to well-established institutions like the CASS Institute of Latin American Studies (ILAS), which employs dozens of researchers.

Most of the country's Latin American studies centers are affiliated with universities in China's major coastal cities, although a few have opened in inland provinces in recent years. A handful are dedicated to the study of individual Latin American countries, such as Bolivia, Brazil, Mexico, Peru, and Uruguay, or sub-regions, such as the Andean region.

Area studies are likely to remain a priority for China in the coming years. The country's growing cohort of foreign affairs specialists is still largely focused on neighboring regions and relations with major or rising powers, but the field of Latin American studies continues to benefit from new area studies policy. The Belt and Road Initiative's extension to Latin America will likely further promote Chinese study of the region and its languages in the coming years.

Although much still remains to be done to achieve in-depth understanding of Latin America in China, efforts to develop homegrown expertise will undoubtedly benefit Chinese policymakers and investors as both work to strengthen ties to the region.

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The Evolution of Latin American Studies in China

China has studied Latin America to varying degrees and from various perspectives ever since the founding of the People's Republic of China (PRC) in 1949. From the PRC's creation through the Cultural Revolution in the mid-1960s, Latin America was generally regarded as part of Third World studies, which treated Asia, Africa, and Latin America as a cohesive grouping based on similar historical and developmental trajectories.¹

Though not considered a discipline in its own right, Latin American studies gained some level of specialized attention from Chinese academics during this early period. China's first institution dedicated to researching Latin America, the Institute of Latin American Studies (ILAS), was founded in 1961 as part of the Department of Philosophy and Social Sciences of Chinese Academy of Sciences. Institutions of higher education, such as Peking University in Beijing, Nankai University in Tianjin, and Fudan University in Shanghai, also focused some attention on the region. All three offered Latin American history courses, for example.

After the Cultural Revolution, and at the onset of the reform period in the late 1970s, the study of Latin America and other regions received renewed attention, but for entirely different reasons. Whereas area studies in the early years of the PRC were largely driven by politics and ideology, China's reformers engaged in the study of foreign regions in pursuit of economic partnerships and reform-related policy options. During this period, under the leadership of Deng Xiaoping and others, China opened up to foreign investment while deriving lessons from other countries' approaches to economic and social transformation.

In this context, Chinese researchers applied an increasingly wide range of disciplines to study Latin American economic policy, social movements, and current affairs, among other topics.² Articles such as "Brazil's Attempt to Overcome the Bureaucratization of State Agencies" (1982); "Latin America's Foreign Trade Characteristics and Current Adjustment Measures" (1985); and "The Practical Significance of Racial Integration in Latin America" (1993), all published by the ILAS *Journal of Latin American Studies*, are a small example of the diverse body of work that began to develop in China at the time.

The year 2010 was yet another turning point for China's area studies development, including the study of the Latin American region. After establishing an increasingly robust international presence during the previous two decades, China's leadership found itself dealing with a series of global economic and political shocks that in some cases imperiled the country's overseas interests. In the Middle East and Northern Africa in 2010, for example, China was caught off guard by rapid developments despite having developed close ties to many of the regimes affected by Arab Spring movements. Beijing successfully adapted to political change in Tunisia and Egypt, but the Libyan and Syrian conflicts complicated China's preferred "hands off" approach to diplomacy. Armed conflict in Libya caused widespread damage and threatened the safety of approximately 36,000 Chinese workers and 75 Chinese companies operating in the country.³

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Economic upheaval in the European Union also tested China's foreign affairs decision-making. The threats posed by the Greek sovereign debt crisis, along with concerns about specific Chinese projects, such as the lease of the Greek Port of Piraeus by China Ocean Shipping Group (COSCO) in late 2009, required timely and informed decision-making by China's still relatively limited cohort of European specialists.

Developments in Latin America were similarly troubling for some Chinese actors. Even by the early 2000s, Chinese companies generally remained unprepared to manage investment risk or to navigate the region's more complex investment environments. Chinese mining company Shougang Hierro faced over a decade of recurrent strikes after its purchase of a mine in Peru that put the company in direct conflict with local unions. Other investments, such as a 2009 soy plant investment in Brazil, resulted in considerable public backlash. A resulting change in Brazilian law to restrict foreign land investment led Chinese officials to reconsider their approach to global agricultural investment.⁴

As China's overseas interests faced new and unexpected challenges, some Chinese voices recognized the need for more homegrown expertise on extra-regional affairs. In 2011, Liu Shan of Wuhan University's School of Political Science and Public Administration wrote "The Development of Area Studies in the United States: A Process Led by State Policy," which traced the growth of area studies in the United States, with a special emphasis on the way the field changed in response to shifting U.S. foreign policy. The article was republished in *Seeking Truth*, the Communist Party's main political theory journal.⁵ Around a year later, Liu Zhongmin, Director of Shanghai International Studies University's Middle East Studies Institute, made a more explicit call for area studies cultivation in China, arguing for better understanding of the Middle East, and more contact with the Middle Eastern region, including with foreign research institutions and non-governmental organizations.⁶

The sense that China had homework to do on international affairs permeated to the top posts of the Chinese leadership. In a speech delivered at the 2011 National Education Work Conference, an annual government meeting held in China to appraise performance and set priorities for the coming year, Politburo member and State Councillor Liu Yandong identified "serving the overall situation from the center [and] promoting education reform and development to a new level" as one of the imperatives of the Twelfth Five-Year Plan.⁷ The reference to the "the overall situation"—a recurring term in Chinese official circles—is best understood as a call for educational institutions and plans to be more in line with national goals, including more strategic and informed overseas engagement.

State Councillor Liu also specifically called for "the promotion of area studies centers in qualified universities," and for these to "play a larger role in the promotion of cultural exchange and the increase of Chinese soft power." Liu's remarks were echoed by then Vice Minister of Education Hao Ping, who in the same forum called for the creation of an area studies action plan that would "train a large group of internationalized specialists who would have an international outlook, be familiar with international norms, and be capable of participating in international affairs and competition."⁸ Chinese officials did not specifically reference Latin America in their calls for more area studies expertise, but the region has received considerably more attention in recent years due to new government policies on area studies development, as described in the next section.

Fostering Area Studies Expertise

As Chinese officials reached consensus on the need for resident knowledge of foreign countries and regions, China's Ministry of Education took the lead in establishing a series of state-designated "Regional and Country Studies Bases" (区域和国别研究基地). These bases, or area studies centers, are expected to be at the forefront of area studies professionalization in China, where they conduct basic and applied research on specific geographic regions.

Even in its present still-early stage, the development of area studies in China has much in common with U.S. efforts to develop area studies expertise after World War II. As is currently the case in China, area studies in the U.S. were largely fostered by and for the state in response to the needs of increasingly global power with wide-ranging international interests. In the U.S., funding for these programs was obtained from both public and private sources and graduates from these centers regularly pursued careers, or were actively sought out, by federal agencies. In China, the development of area studies promotes similar interaction between the government and academic institutions.

A series of policies (see Table 1) has guided the development of China's area studies centers while emphasizing the project's relevance to national interests. In November 2011, just a couple of months after Liu Yandong's aforementioned speech, China's Ministry of Education published the "Notice on Fostering Area Studies and International Education Centers." This internal notice, which was conveyed directly to institutions of higher education, reportedly set out the initial parameters for center development.

"Regional and Country Studies Bases" are at the forefront of area studies professionalization in China, where they conduct basic and applied research on specific geographical regions.

TABLE 1. CHINESE POLICY DOCUMENTS GUIDING AREA STUDIES DEVELOPMENT

Source: Author compilation.

YEAR	DOCUMENT NAME	REFERENCE NUMBER	DOCUMENT NAME (CHINESE)	REFERENCE NUMBER
2011	Notice on Fostering Area Studies and International Education Centers	Department of International Cooperation & Exchange Document No. 1512 [2011]	《关于培育区域和国别以及国际教育研究基地的通知》	教外司专[2011]1512号
2014	Notice on Effectively Constructing Information for Area Studies Centers	Department of International Cooperation & Exchange Document No. 836 [2014]	《关于做好国别和区域研究信息建设的通知》	教外司监[2014]836号
2015	Interim Measures for the Cultivation and Construction of Area Studies Centers	Department of International Cooperation & Exchange Document No. 4 [2015]	《国别和区域研究基地培育和建设暂行办法》	教外监[2015]4号
2017	Notice on Effectively Conducting Work Related to Area Studies Centers for the Year 2017	Department of International Cooperation & Exchange Document No. 8 [2017]	《教育部办公厅关于做好2017年度国别和区域研究有关工作的通知》	教外厅函[2017]8号

China's area studies push was further formalized through its inclusion in the Ministry of Education's Twelfth Five-Year Plan on Education (2012), which indicated that "relevant departments should jointly formulate regional and national research action plans; and organize institutions of higher learning to conduct long-term longitudinal studies on national security, as well as the politics, economy, and culture of countries around the world."⁹ The document also stated that the Ministry would seek the "establishment of a group of area studies centers in order to provide consultation services to the country's national diplomatic strategy and participation in globalization."

Also in 2012, a separate Ministry of Education brief stated that the centers ought to "continuously strengthen their consciousness and their ability to serve the national situation."¹⁰ The State Council's Information Office similarly described the initiative as aimed at "serving the country's diplomatic strategy," by enabling "research in higher education to inform the development of national diplomacy and promoting the development of higher education institutions into important policymaking think tanks."¹¹ Additional guidance was issued by the Ministry of Education in the 2014 "Notice on Effectively Constructing Information for Area Studies Centers," or

Document No. 836, which reportedly advised higher education institutions on the development of area studies capacity, and singled out Beijing Language and Culture University's Arab Research Center as a leading center on "information construction."¹² As of 2017, Beijing Language and Culture University also hosts the Area Studies Work Secretariat, which provides logistical support to the Ministry of Education.

The Ministry of Education's "Interim Measures for the Cultivation and Construction of Area Studies Centers" were released in 2015. In a stated effort to inform government decision-making through policy research and consultation, the Interim Measures outlined criteria for existing and new centers, including guidelines regarding personnel training, research, and outreach.¹³ In support of the latter, the document encouraged the publication of research in English and other languages in order to ensure broad audiences for center products. Centers were also officially required to teach at least one area studies course at both the undergraduate and graduate level, and to establish and work with a Confucius Institute in their geographic area of interest. The document also reaffirmed the centers' original goal of supporting national diplomatic endeavors, stating that centers must "seriously complete directives issued

by the Ministry of Education, actively assume research projects commissioned by relevant departments, and submit research results in accordance with relevant requirements.”¹⁴

The “Notice on Effectively Conducting Work Related to Area Studies Centers for the Year 2017” outlined processes for registration and accreditation for area studies centers in greater detail (see Figure 1). It indicated that in order to be formally recognized by the state, centers must meet a series of requirements within three years, during which time they demonstrate their ability to conduct worthwhile research and convey useful information on specific countries or regions. In the inauguration ceremony of Tianjin Foreign Studies University’s Latin America Research Center, Director General of the Ministry of Education’s Department of International Cooperation & Exchanges Zhang Xiuqin, indicated that only high-performing centers would be accredited.¹⁵ Of China’s existing Latin American studies centers, only the Latin America Research Center at Tianjin Foreign Studies University and the Institute of Latin American Studies at the Southwest University of Science and Technology are currently seeking accreditation.

In addition to the prestige associated with the designation, accredited area studies centers are eligible to receive annual funding from the Ministry of Finance, in addition to awards for exceptional research. Reports have estimated annual funding to be between 300,000 and 500,000 RMB (~US\$45,000-\$75,269).¹⁶

The Communist Party of China (CPC) has also expressed its support for expanded area studies capacity, all but ensuring future implementation of existing policy. In 2012, the Ministry of Education’s Party Organization released its “Key Work Program on the Study, Publication, and Implementation of the Spirit of the Eighteenth Party Congress,” which identified the development of area studies as one of the Ministry’s primary objectives.¹⁷ The document called on the Ministry to further develop area studies competence by working “on the basis of existing areas centers” to “establish several first-rate area studies think tanks, support their demonstration of foreign cooperation in education, and create a ‘brand’ effect.”¹⁸ The latter emphasis on “branding” echoes China’s overall concern with intellectual innovation and the creation of products that appeal globally.

FIGURE 1. CENTER REGISTRATION AND ACCREDITATION REQUIREMENTS

Source: “Ministry of Education’s Notice on Effectively Conducting Work Related to Area Studies Centers for the Year 2017” (《教育部办公厅关于做好2017年度国别和区域研究有关工作的通知》), Ministry of Education of the People’s Republic of China, 2017.

Requirements to Register an Area Studies Center

- ☒ Possess a strong desire to serve the country
- ☒ Have a concrete institutional structure and a designated office space
- ☒ Employ leading figures in the field and a research team with diverse disciplinary backgrounds; ensure that over 40% of staff is comprised of senior researchers
- ☒ Possess knowledge of foreign languages, especially critical languages
- ☒ Possess an academic evaluation system that includes and properly weighs government consultation activities
- ☒ Incorporate center funding into the school’s management budget, guarantee a clear amount of funding support
- ☒ Have already established an overseas academic research institution, such as a Confucius Institute, or an alternative exchange-cooperation relationship
- ☒ Employ center directors with “sturdy political postures,” profound academic accomplishments and rich administrative experience

Requirements for Achieving Area Studies Center Accreditation

- ☒ Hold at least one mandatory or elective course on the center’s area of specialty per year; formulate and implement a curriculum that covers both undergraduate and graduate study
- ☒ Establish and implement plans to have researchers study and train overseas, while closely integrating nationally-sponsored programs for the study of critical languages
- ☒ Hire at least two external experts influential in their area to serve as distinguished researchers, with special preference for retired personnel from overseas posts
- ☒ Coordinate basic research and applied research and endeavor to strengthen center policy consultation abilities
- ☒ Complete the assignments issued by the Ministry of Education
- ☒ Organize scholarly forums—at least one scholarly meeting a year—and take part in international academic events
- ☒ Establish academic committees, broadly recruit the participation of specialists from outside their host institutions
- ☒ Formulate and implement a system of basic regulations on matters such as professional development and staff hiring
- ☒ Construct comprehensive, accurate, and dynamic research information systems
- ☒ Compete for donations and financial assistance from domestic and overseas institutions and individuals
- ☒ Receive direction from the relevant departments

Certain offices of the Party bureaucracy have also reportedly participated in center development. According to public event summaries, personnel from the Office of Foreign Affairs of the CPC Central Committee regularly attend area studies work meetings, where the heads of different centers gather to exchange ideas and engage with stakeholders, such as state and Party officials. One summary indicated that personnel from the Central Committee provided centers with reports on “information construction work” at these meetings.

Profile and Distribution of China’s Latin American Studies Centers

China’s foreign affairs specialists remain focused on neighboring regions and relations with major or rising powers, whether from an academic perspective or when seeking investment opportunities, but Latin American studies have nonetheless benefitted from new area studies policy. By our count, there are nearly 60 Latin American studies centers currently operating in China (see Appendix I), and approximately 16 of have formally registered with the Ministry of Education since new procedures were implemented in 2011. The latter include the Center for Latin American Studies at Nankai University, the Center for BRICS Studies at Fudan University, and the Brazilian Studies Center at Hubei University, among others.

Most of China’s Latin American studies centers, whether registered or not, are located in major cities, such as Beijing, Shanghai, and Guangzhou (see Figure 2). Beijing and Shanghai together host 27 centers. A few others are located in mid-level cities and provincial capitals, including Hefei, Mianyang, and Qingdao, but Latin American studies centers are still relatively absent in outlying provinces, such as Heilongjiang and Yunnan, and in Autonomous and Special Administrative Regions, such as Xinjiang and Hong

Kong. One exception is Macau, where the City University of Macau hosts the Institute for Research on Portuguese-Speaking Countries. Macau’s history as a Portuguese colony has made it a hub for Portuguese language studies and Latin America-focused events, including the flagship Forum for Economic and Trade Cooperation between China and Portuguese Speaking Countries. The neighboring city of Zhuhai has also launched some Latin America-focused initiatives, including the Hengqin China-LAC Economic and Trade Cooperation Park.¹⁹

Nearly all of the existing Latin American studies centers are based in academic institutions, although some are part of professional training institutions, such as China Foreign Affairs University, which prepares China’s diplomats. In addition to China’s largest and most prestigious higher education institutions, such as Peking University and Fudan University, most Latin American studies centers are located either in foreign language universities—e.g., Xi’an International Studies University and Guangdong University of Foreign Studies—or “normal” universities, such as Jiangsu Normal University. A small number, including the Center for Latin American and Caribbean Legal Studies and Public Policy at China University of Political Science and Law, have a specialized disciplinary focus.

Many of the educational institutions that host Latin American studies centers also provide coursework in Spanish and/or Portuguese. The study of these languages in China has also grown at a remarkable rate in recent years. To date, there are roughly 120 Spanish language departments and 40 Portuguese language departments throughout the country.²⁰

Despite efforts to standardize the offerings of China’s area studies centers, the approximately 60 total Latin American studies centers vary dramatically in scale and productivity. The largest ones, including CASS ILAS, are home to dozens of researchers working across disciplines. CASS ILAS publishes the *Journal of Latin American Studies*, China’s authoritative journal on Latin American affairs,

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FIGURE 2. CHINA'S LATIN AMERICAN STUDIES CENTERS

Source: Author calculations.



on a bimonthly basis. Some smaller centers have also launched their own publications, such as the *Yellow Book of Brazil* published annually by Hubei University. However, most smaller centers depend on the work of one or two resident experts, and by necessity focus on a smaller set of topics or on a specific country, as in the case of the Brazilian Culture Center at Peking University. Given their size limitations, smaller centers also occasionally rely on non-resident academic, business, and diplomatic professionals to produce original content.

Some centers hold events regularly, on a monthly and sometimes even weekly basis. Events include academic lectures and forums with local experts, diplomats, and Latin American scholars, in addition to cultural events, such as language exchanges and dance classes. A lecture on the Brazilian Antropofagia literary movement was held at the Brazilian Cultural Center of Peking University, for example, and Sichuan University and Arizona State University jointly held a symposium on intercultural

communication.^{21 22} Some centers also boast an active digital media presence through official web sites or WeChat accounts. Shanghai University's Center for Latin American Studies' WeChat platform carries Latin America-related articles several times a week.

A few centers operate primarily as platforms for exchange rather than as research-based institutions. The Center for Mexican Studies at Beijing Language and Culture University, which carries out exchanges every semester with the Universidad Nacional Autónoma de México (UNAM) is one such example. According to the Fudan Development Institute's website, the recently established Fudan-Latin America University Consortium (FLAUC) will work to link Shanghai-based Fudan University to twelve higher education institutions in Latin America to produce collaborative research and arrange educational activities.²³

Although Latin American studies are growing at a remarkable pace in China, most centers still have a

relatively low volume of output, especially in the form of published research. Few publish their own research, and instead opt to publish shorter commentary in the form of articles and essays in Chinese media outlets, such as *People's Daily* and *The Paper*. Some of China's smaller Latin American studies centers, such as Qingdao University's Latin America Center, have almost no evidence of activities at all.

Low output may be the result of the top-down push for area studies development in recent years, which has prompted some institutions to open centers in a rush to "fill the gap," even without sufficient staffing or resources. A common practice is the creation of several centers within a single institution, all staffed by the same group of experts. This "clustering" tendency makes it difficult to accurately determine centers' respective contributions to the field. For example, Jiangsu Normal University hosts two institutes related to the study of Latin America—the Indian Literature and Culture Research Center and the Iberian-American Research Center. However, Jiangsu University doesn't necessarily produce more Latin America-related content than institutions with only one center.

Conclusion

As China grows its global footprint, analysis of Latin America has necessarily evolved from general, historical overviews of the region to far more nuanced explorations of individual countries and communities. China's Latin America specialists are also growing in number and expertise, and will be further supported by the government's promotion of area studies. Compared with the country's previous generation of Latin America scholars, today's experts often boast even better language skills, more experience abroad (including residency periods in well-known foreign institutions, such as Universidad Nacional Autónoma de México and Universidad del Pacífico), and greater contact with Latin American experts and officials. Many Chinese academics are also members of China's growing Latin American studies professional associations: the Chinese Association of Latin American Studies, the Chinese Association of Latin American History, and the Chinese Association for the Study of Spanish, Portuguese, and Latin American Literature. Others regularly take part in the U.S.-based Latin American Studies Association's annual meetings and in other international conferences on the region's affairs.

Contact between Chinese and Latin American experts is also stimulated by periodic meetings such as the China-Latin America and the Caribbean Think Tanks Forum. The Forum, sponsored by the Chinese People's Institute of Foreign Affairs, held its third meeting in 2016. In addition to university-affiliated centers, think tanks have also become one of the tools used to deepen and broaden the scope of area studies in China.

There is cause to believe that area studies in China will continue developing along a positive trajectory in the coming years, especially as Beijing works to deliver Belt and Road Initiative (BRI) projects across the globe. The Ministry of Education included "attaining complete coverage in regional and country studies related to the 'Belt and Road'" among its main objectives in 2017.²⁴ Although Latin America and the Caribbean did not figure within the original "New Silk Road" framework, Beijing now considers the region a "natural extension" of the Maritime Silk Road and an "indispensable participant" in the construction of the BRI.²⁵ In addition, Panama, Trinidad and Tobago, Antigua and Barbuda, and Bolivia have all signed bilateral Belt and Road Cooperation Agreements with China in recent months.

As China's policymakers have come to understand, the successful implementation of proposed infrastructure projects in Latin America, and effective risk management in countries such as Venezuela, will require increasingly expert advice on the region from both Chinese and foreign interlocutors. Although much still remains to be done to achieve in-depth understanding of the Latin American region across China, efforts to develop homegrown expertise will undoubtedly serve Chinese well in the coming decades.

China's efforts could also result in some informational asymmetry in dealings with Latin Americans, especially if Spanish and Portuguese remain en vogue in the coming years, and Latin American studies receive continued government support. As Chinese institutions improve and expand their area studies offerings, Latin American nations could struggle to maintain equivalent knowledge of China and Chinese language. Chinese studies have grown in Latin America in recent years, but at a generally slow pace, and with far more progress in some countries than others.












FOOTNOTE

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22. Sichuan University and Arizona State University cooperate regularly through their Consortium for Chinese-Latin American Research.
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APPENDIX I. CHINA'S LATIN AMERICAN STUDIES CENTERS

Source: Author compilation.

HOST INSTITUTION	CENTER NAME	LOCATION
Hebei University (河北大学)	Center for Latin America Studies* ^R (拉美研究中心)	Baoding, Hebei
Beijing Foreign Studies University (北京外国语大学)	Center for Latin America Studies* (拉美研究中心)	Beijing
Beijing Foreign Studies University (北京外国语大学)	Mexican Studies Center (UNAM-墨西哥研究中心)	Beijing
Beijing International Studies University (北京第二外国语学院)	Peru Research Center ^R (秘鲁文化研究中心)	Beijing
Beijing Jiaotong University (北京交通大学)	Uruguayan Studies Center* (乌拉圭研究中心)	Beijing
Beijing Language and Culture University (北京语言大学)	Latin American Language and Culture Center ^R (拉美语言文化中心)	Beijing
Beijing Normal University (北京师范大学)	BRICS Cooperation Center ^R (金砖国家合作中心)	Beijing
Capital Normal University (首都师范大学)	Institute for the Comparative Study of Ancient Chinese and Latin American Civilizations* (中国与拉丁美洲古代文明比较研究所)	Beijing
China Foreign Affairs University (外交学院)	Center for Latin America Studies* (拉美研究中心)	Beijing
China Institutes of Contemporary International Relations (中国现代国际关系研究院)	Institute for Latin American Studies (拉美研究所)	Beijing
China University of Political Science and Law (中国政法大学)	Latin American and Caribbean Legal and Public Policy Center* (拉美和加勒比地区法律和公共政策中心)	Beijing
Chinese Academy of Social Sciences (中国社会科学院)	Institute of Latin American Studies (拉丁美洲研究所)	Beijing
Peking University (北京大学)	Brazilian Culture Center (巴西文化中心)	Beijing
Peking University (北京大学)	Latin America Research Center* (拉丁美洲研究中心)	Beijing
Renmin University of China (中国人民大学)	Latin America Research Center ^R (拉丁美洲研究中心)	Beijing
Tsinghua University (清华大学)	Center for China-Latin America Management Studies (中国-拉丁美洲管理研究中心)	Beijing
University of International Business and Economics (对外经济贸易大学)	Center for Latin America Studies* (拉美研究中心)	Beijing
University of International Business and Economics (对外经济贸易大学)	Center for the Study of Lusophone Countries* (中国葡语国家研究中心)	Beijing
University of International Business and Economics (对外经济贸易大学)	Pacific Alliance Research Center* (太平洋联盟国家研究中心)	Beijing
Jilin University (吉林大学)	Center for Iberoamerican Studies* (伊比利亚美洲研究中心)	Changchun, Jilin
Changzhou University (常州大学)	Latin America Research Center* (拉丁美洲研究中心)	Changzhou, Jiangsu
Sichuan University (四川大学)	Institute of Latin American Studies* (拉丁美洲研究所)	Chengdu, Sichuan
Chongqing University of Science and Technology (重庆科技学院)	Mexican and Latin American Studies Center* (墨西哥及拉丁美洲研究中心)	Chongqing
Sichuan International Studies University (四川外国语大学)	Center for Latin America Studies* (拉美研究中心)	Chongqing
Sichuan International Studies University (四川外国语大学)	Institute for BRICS Studies* (金砖国家研究院)	Chongqing
Dalian University of Foreign Languages (大连外国语大学)	Center for the Study of Andean Countries* (安第斯国家研究中心)	Dalian, Liaoning
Fujian Normal University (福建师范大学)	American History Institute* (美洲史研究院)	Fuzhou, Fujian
Guangdong University of Foreign Studies (广东外语外贸大学)	Latin America Research Center* (拉丁美洲研究中心)	Guangzhou, Guangdong

Guangdong University of Technology (广东工业大学)	BRICS Research Center* 	Guangzhou, Guangdong
Jinan University (暨南大学)	Center for Latin America Studies 	Guangzhou, Guangdong
Zhejiang International Studies University (浙江外国语学院)	Institute of Latin American Studies* 	Hangzhou, Zhejiang
Anhui University (安徽大学)	Institute of Latin American Studies* 	Hefei, Anhui
City University of Macau (澳门城市大学)	Institute for Research on Portuguese-Speaking Countries (葡语国家研究院)	Macau
Southwest University of Science and Technology (西南科技大学)	Institute of Latin American Studies* 	Mianyang, Sichuan
Nanjing Agricultural University (南京农业大学)	Center for American Studies*	Nanjing, Jiangsu
Nanjing University, Jinling College (南京大学金陵学院)	Center for Latin America Studies*	Nanjing, Jiangsu
Qingdao University (青岛大学)	Latin America Center (拉丁美洲研究中心)	Qingdao, Shandong
Hebei Institute of International Business and Economics (河北对外经贸职业学院)	Bolivian Studies Center* 	Qinhuangdao, Hebei
East China Normal University (华东师范大学)	Latin American and Intercultural Studies Center*	Shanghai
Fudan University (复旦大学)	Center for BRICS Studies 	Shanghai
Fudan University (复旦大学)	Fudan-Latin America University Consortium (复旦大学-拉美20大学联盟)	Shanghai
Fudan University (复旦大学)	Fudan-Tecnologico de Monterrey Research Center for Studies on China and Latin America (复旦-蒙特雷科技中国拉美研究中心)	Shanghai
Shanghai Institutes for International Studies (上海国际问题研究院)	Center for American Studies (美洲研究中心)	Shanghai
Shanghai International Studies University (上海外国语大学)	Brazilian Studies Center* (巴西研究中心)	Shanghai
Shanghai International Studies University (上海外国语大学)	Mexican Studies Center (墨西哥研究中心)	Shanghai
Shanghai University of Finance and Economics (上海财经大学)	China-Latin America Legal Research Center (Shanghai) (中国-拉美法律研究中心 (上海))	Shanghai
Shanghai University (上海大学)	Center for Latin American Studies (上海大学拉美研究中心)	Shanghai
Hebei Normal University (河北师范大学)	Peru Research Center* (秘鲁研究中心)	Shijiazhuang, Hebei
Nankai University (南开大学)	Latin America Research Center* 	Tianjin
Tianjin Foreign Studies University (天津外国语大学)	Latin America Research Center* 	Tianjin
Hubei University (湖北大学)	Brazilian Studies Center* 	Wuhan, Hubei
Hubei University (湖北大学)	Institute of Latin American Studies* 	Wuhan, Hubei
Wuhan University (武汉大学)	Wuhan-University of the West Indies Caribbean Center* (武汉大学-西印度大学加勒比中心)	Wuhan, Hubei
Xi'an International Studies University (西安外国语大学)	Center for Latin America Studies* (拉美研究中心)	Xi'an, Shaanxi
Xiangtan University (湘潭大学)	Center for the Study of Spanish-Speaking Countries and Regions* (西班牙语国家与地区研究中心)	Xiangtan, Hunan
Jiangsu Normal University (江苏师范大学)	Amerindian Literature and Culture Research Center* (印第安文学与文化研究中心)	Xuzhou, Jiangsu
Jiangsu Normal University (江苏师范大学)	Center for Iberoamerican Studies* (伊比利亚美洲研究中心)	Xuzhou, Jiangsu
Sun Yat-sen University (中山大学)	Department of Latin American Studies (拉美研究中心)	Zhuhai, Guangdong

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