

# THE MASTER SAID

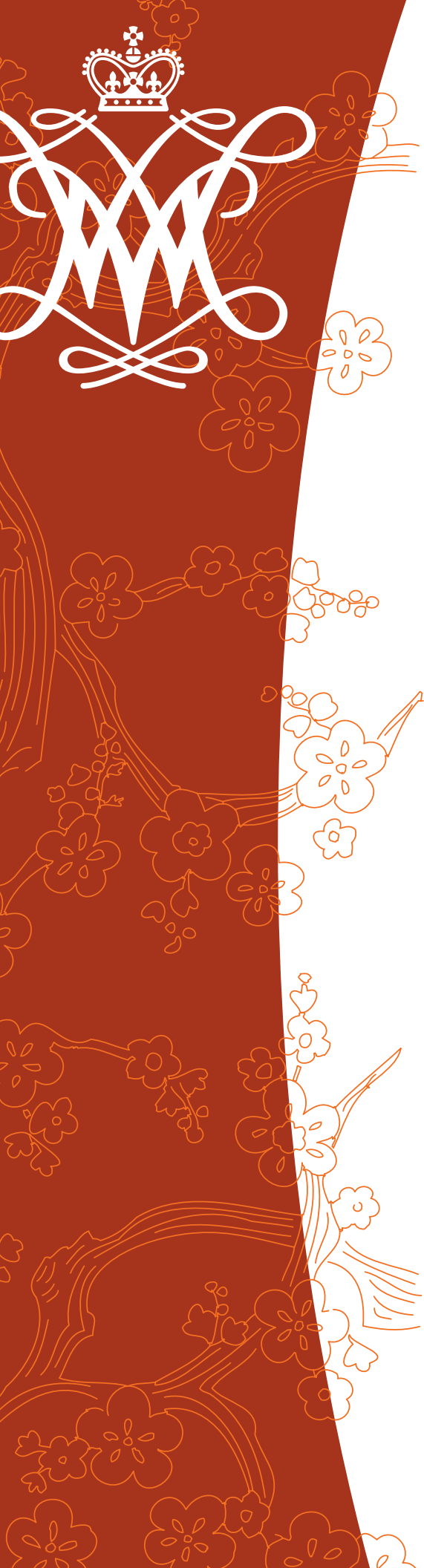
William & Mary Confucius Institute Newsletter

Fall 2013

子曰：己所不欲，勿施于人。

*The Master said, "Do not do to others that which you would not like done to you."*





## THE MASTER SAID

William & Mary Confucius  
Institute Newsletter

*Fall 2013*

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# *Interim Director's Note*



*Steve Hanson*

It is my distinct honor, and more than a little humbling, to step in as the Interim Director of the William & Mary Confucius Institute while Professor Yanfang Tang is on research leave this academic year. Although I am not a China specialist by training—my scholarly expertise lies a bit further north, in the field of Russian Studies—I have always held a deep appreciation for China's people, multifaceted culture, and rich history. In fact, my late father was born in 1917 in Tai'an, in Shandong Province, where he spent most of the first eighteen years of his life. As a child in Northern California, I grew up in a house filled with Chinese rugs, vases, decorated screens, and cherished pictures of the steps leading to the South Gate to Heaven at the top of Mount Tai. To this day, whenever I am in China, I have the distinct sense that I have returned to an important part of my family's roots.

As you can see from the contents of this newsletter, WMCI continues to be a dynamic force for promoting the study of Chinese language, culture and society at William & Mary and in our community. The range of China-related activities taking place on campus these days is really quite astounding. This is a testament to the remarkable dedication of the WMCI leadership and staff.

This fall, I had a remarkable opportunity to visit China again in the company of William & Mary President Taylor Reveley, along with a delegation including WMCI Director Tang and many important university leaders: Dean of Arts & Sciences Kate Conley, Associate Dean of Business Bud Robeson, Associate Dean of Law Ron Rosenberg, Executive Director of Regional and International Advancement Sani Silvennoinen, and Assistant to the President and Provost Jeremy Martin. Over the course of a little over a week, our eight-person team visited some of W&M's most important Chinese partners in Beijing, Chengdu, and Shanghai.

Our journey got off to a wonderful start with a successful reception for Tribe alumni and friends at the Raffles Hotel in downtown Beijing, not far from Tiananmen Square. A crowd of nearly fifty people—including both Chinese and U.S. alumni from the Schools of Arts and Sciences, Business, and Law—joined together to enjoy a rousing speech from President Reveley and to meet old and new friends with a common love of William & Mary. The next morning brought another great celebration: William & Mary Day at

Beijing Normal University, our WMCI partner institution! President Reveley and the delegation enjoyed a day of high-level meetings with the BNU leadership, including President Dong Qi, Vice President Hao Fanghua and many other senior leaders. President Reveley then received an honorary professorship from the BNU School of Law, and gave a stimulating address on the history and future of the U.S. War Powers Act to an audience of eager BNU students. Our delegation also deeply appreciated the many displays in the BNU library and main administration building showing William & Mary's beautiful campus, illustrious history and current achievements. We wrapped up the day with a visit to Guozijian, the Imperial College—an institution of higher learning even older than William & Mary—and a relaxing private dinner with our BNU colleagues.

On Tuesday we enjoyed two more exciting meetings. In the morning, we visited Hanban, the Headquarters for Confucius Institutes around the world, where President Reveley enjoyed touring interactive exhibits about such topics as Chinese opera, paper making, and calligraphy. The W&M delegation then had a lively exchange with Deputy Director Wang and his staff, and came away deeply impressed by the remarkable scope of activity taking place at Hanban. In the afternoon, we then made our way across town to Tsinghua University, which is one of China's most famous institutions of higher learning, and the host of a long-standing student exchange program with W&M. There we met with a group of senior university leaders led by Chair of the University Council Hu Heping, and talked about ways in which our two institutions might further deepen our ties of friendship and collaboration.

The day came to a memorable close for President Reveley and me at a delicious dinner with Hanban Director-General Madame Xu Lin, who was joined by Deputy Director Wang Jongli and North American CI Program Coordinator Ren Shifang. The President and I were truly honored to have the chance to enjoy Madame Xu's lively and inspiring company, and to discuss our plans for future work together.

The next stop on our journey was Chengdu, the booming capital of Sichuan Province, and the home of the University of Electronic Science and Technology of China (UESTC)—one of William & Mary's most

important overseas partners in the fields of science and technology. Our day in Chengdu began with a visit to the Giant Panda Research Base, where we just happened to arrive during the prime season for viewing baby pandas—fourteen in all! We then traveled to UESTC's monumental new campus for a delegation visit with the UESTC leadership, including President Li Yanrong, Vice President Wang Houjun, and esteemed Academician (and former UESTC President) Professor Liu Shenggang. President Reveley then gave a public address on the role of higher education partnerships in U.S.-China relations, answering the many thought-provoking questions from the UESTC students in attendance. The celebration of our partnership continued into the evening at a splendid dinner hosted by one of UESTC's most successful alumni.

Our whirlwind tour of China concluded in Shanghai—a city whose dynamism, energy, and sleek modernity never cease to amaze everyone who visits. On Thursday evening, we hosted another successful reception for over 80 William & Mary alumni and friends from every W&M program and from cities all over Eastern China. Finally, on Friday morning, we had the opportunity to visit the lovely campus of Fudan University, which is hosting the new China program of the Mason School's eMBA program this fall, and again enjoyed stimulating conversations with the Fudan University leadership, led by Vice President Lin Shangli. That evening, as our delegation enjoyed a final night of relaxation overlooking Shanghai's famous view over the Bund and the Huangpu River, we could truly celebrate the end of a sometimes exhausting, but always exhilarating, journey through a country whose fate will help determine the future of global prosperity and security—and a country where Tribe Pride has spread very widely indeed.





# W&M students ring in Chinese New Year 2013

Daniel Husman and Philip Jun Fang

“Xin Nian Kuai Le!”, the Mandarin translation of “Happy New Year!”, was a popular greeting heard around the William & Mary campus in the winter of 2013.



Multiple events to celebrate the new year - or “Year of the Snake” - were held throughout February, organized by the William & Mary Confucius Institute (WMCI), the university’s residential Chinese House, the Chinese Student Organization and the Chinese Undergraduate Student Association.

Students took photographs in the Wren Building dressed in traditional Chinese clothes, and others watched China’s CCTV New Year’s gala at Phi Beta Kappa Memorial Hall. Some students traded in their textbooks for cookware, making dumplings and singing Chinese songs at the Chinese House, while others were spotted writing spring couplets at the WMCI and making door signs in calligraphy class to bring good luck.

A newly designed website with videos and photos was also created to capture and commemorate the events. In total, nine videos were made to introduce the Chinese New Year, featuring W&M students, faculty and staff, alumni and students studying abroad, all of whom shared their experiences of celebrating Chinese New Year in China.



“We were extremely grateful and happy to have such outstanding participation from the William & Mary community, and people from the wider Williamsburg area in the many events around Chinese New Year,” said Daniel Husman, then assistant director of the WMCI.

But William & Mary’s celebratory events were not limited to Williamsburg. On Feb. 8, China’s CCTV Morning News aired a story about W&M students studying Chinese and getting ready to celebrate the Chinese New Year. The segment featured three students, Sara Rock, Max Rozycki and Mitchell Butler, speaking in the Wren Building.



On Chinese New Year’s Eve, another major Chinese national TV channel, CCTV 3, also broadcast the footage, alongside greetings from U.S. Congresswoman Judy Chu and the Embassy of China in the United States. That was followed immediately by the annual, much anticipated New Year’s gala TV program, chunwan, watched by approximately one billion people.

“As one of the country’s leading universities, we embrace and celebrate a variety of cultures,” said Yanfang Tang, director of the William & Mary Confucius Institute. “It was great to see our students receive international media attention for their dedication to promoting Chinese language and culture at the university.”

# *W&M hosts first overseas new student and family program*

Beth Stefanik

New friends. New courses. New connections. New memories.

Every student arriving at William & Mary looks forward to many of the same opportunities, but for incoming international students the excitement may also be tempered by questions. How do I get to campus from a regional airport? Will course requirements be anything like my experiences in my home country? How often will I get to see my parents? And what exactly is it like at W&M?

On June 29, William & Mary held its first overseas New Student and Family Program for more than 100 incoming graduate and undergraduate students and families in Beijing, China. For three hours at the Hilton Hotel, participants were able to speak with current William & Mary international students home for the summer, 14 W&M undergraduates participating in the university's faculty-led summer study abroad program in Beijing and various Tribe alumni living in China.

William & Mary faculty and staff were also on hand to provide information and advice, including Mark Sikes, associate dean of students and director of orientation; Emily Hogge, immigration specialist and orientation coordinator in the Office of International Students, Scholars and Programs; and Emily Wilcox, visiting assistant professor of Chinese and program director of the 2013 W&M summer study abroad program in Beijing.

"The Chinese Undergraduate Student Association originally approached Yanfang Tang, director of the William & Mary Confucius Institute, with the idea



*Dan Chen '15 (Left) and Patrick Li '14 (Right), president and vice president of the Chinese Undergraduate Student Association, and Emily Hogge (Middle), immigration specialist and orientation coordinator in the Office of International Students, Scholars and Programs, stand in Tiananmen Square.*

to host an event in China," said Sikes.

"I sent out an interest survey to incoming students accepted from China and was shocked that 24 hours later every single person had responded to the interest survey. That really gave us the evidence that a reception in China was an important event to host."

Other areas of the university, including the Reves Center for International Studies and the Alumni Association, saw an opportunity to connect with various W&M community members in China, the home of origin of approximately 60 percent of William & Mary's international student and scholar population, and partnered with the William & Mary Confucius Institute (WMCI), Chinese Undergraduate

Student Association (CUSA) and the Office of the Dean of Students to host the event.

"In American higher education, students and their families develop a special relationship to their college or university," noted Steve Sechrist, director of the Office of International Students, Scholars and Programs at the Reves Center.

"This relationship is fostered by special on-campus programs such as Admitted Students Day and Family Weekend. However, due to distance, these programs are often inaccessible to international students and their parents. Offering a New Student and Family Program in Beijing enabled W&M to be more inclusive in our engagement with our international community."





The afternoon orientation session covered four areas: the history and background of William & Mary, W&M's four graduate schools, the demographics of the university as a whole and services and resources for international students at W&M. Wilcox also delivered a keynote speech, in Mandarin, on the academic culture of W&M.

Current international students Patrick Li '14 and Dan Chen '15, president and vice president of the Chinese Undergraduate Student Association, facilitated with translations throughout the afternoon and sat on a student panel alongside new alumna Yuying Wang, J.D. '13 and Beijing study abroad participant Harini Manikand '15.

The panel offered information on clubs and activities at the university, how to balance academics and extracurricular activities, and safety on campus and in Williamsburg, as well as offered advice to new students.

"This program helps the new students to get more familiar with William & Mary," said Wang. "For many of them, this will be their first time at a U.S. university, so it helps them feel more confident. We are all members of a big family. This is very warm."

Anna Yuan, an incoming undergraduate student, left the event feeling even more confident of her university choice.

"People were extremely friendly and everyone was passionate about

life. Everyone was smiling. The new students have a very positive attitude," she said.

For Hogge, who coordinates William & Mary's international student orientations on campus each summer, the program was an innovative way to bring together many aspects of the university for the students and families prior to each student's travel to Williamsburg.

"The Beijing orientation was a great opportunity for new students to become part of the William & Mary community before they've even arrived on campus. It's also a great way for international parents, who don't often get to visit campus, to make connections with the greater W&M community."

In hosting this year's overseas orientations, William & Mary joins the ranks of many other universities welcoming their international students on their home soil, though Sikes believes William & Mary's event to be unique due to the enthusiasm of all participants.

"While in Beijing, there was another college event across the hall from us," he said. "The staff came over to our event to take pictures and use them for their own purposes simply because they were amazed at the overwhelming pride and excitement that was displayed by the newest members of the W&M family."



*(from top) Participants take part in a Tai Chi class on the Tsinghua University campus*

*Participants eating at a Chinese restaurant*

*the Beijing study abroad group on the Great Wall of China: (from left to right: Professor Emily Wilcox, Adam Siegel, Jared Vinnedge, Megan Wells, Harini Manikand and David Bales)*

*Harini Manikand '15 and Mark Sikes, Assistant Dean of Students, at the reception for New Students and Families in Beijing*



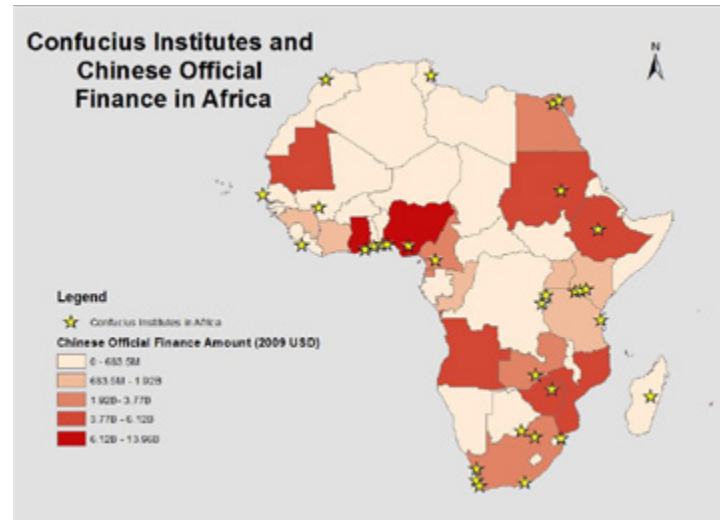
# Chinese Educational Aid to Africa

A recent report by Pew Research Center presents an interesting finding: America's global image remains more positive than China's, but many foresee China becoming the world's leading power soon. The bullish perception of China corresponds with increased levels of Chinese development finance around the globe, and China's noticeable double-digit GDP growth rates. Various cultural exchange initiatives have also improved China's global image, most notably the Confucius Institute (CI) program. CIs are often seen as emblematic of China's "soft power" engagement with economic and political allies around the world. Certainly, it seems the opening of a CI in an African country responds to an influx of Chinese development activities in the area. This led us to wonder whether and how the two phenomena are related. Quite simply, why do some African countries receive CIs rather than others?

This is a tough question to answer, since like most Chinese foreign assistance, the process of choosing CI locations is rather opaque. An interview with Professor Ma Lei, Deputy Director of the CI at the College of William & Mary, clarified the decision-making process. The host institution initiates contact with Hanban (the Chinese National Office for Teaching Chinese as a Foreign Language), seeking a partnership with a Chinese university. As such, Professor Ma Lei implies the allocation of CI is driven by local demand. This reflects broader claims of China-Africa experts that China's development presence in Africa—be it infrastructure finance or social services like health—comes at the request of local actors.

If CIs follow the same allocation patterns as other Chinese development projects, one would expect a correlation between the total amount Chinese foreign aid and the number of CIs in a country. This basic relationship is visualized in the map above, which shows the location of all African CIs overlaid with gross value of Chinese foreign aid to each country from 2000-2011. Our definition of "aid" includes all non-investment and non-military finance given by a Chinese government agency, regardless of concessionality, and therefore includes both ODA and OOF. AidData's recently launched media-based database of Chinese Development Finance to Africa ([china.aiddata.org](http://china.aiddata.org)) enables the visualization at the top right.

The general outlook meets expectations: most countries which receive relatively more Chinese development finance (darker shade of red) have at least one CI. However, this is merely a correlative relationship, and does not imply causation. Making any stronger assertions about the strength and direction of the relationship would require in-depth qualitative analysis about each host institution's calculus when inviting Hanban to set up a CI.



\*Note: Media-based data on Chinese official finance in Africa were pulled from <http://china.aiddata.org/map> on July 19th 2013, and it refers to ODA-like and OOF-like, the definitions of which adhere to OECD's DAC Glossary of Key Terms and Concepts. CI data is from <http://cimap.chinese.cn/>

One such case study might be Nigeria. Recently we had the opportunity to talk to Zhao Yang, a volunteer teacher currently located at the CI of University of Lagos. From his eighteen months experience in Lagos he could confirm Nigerian students' enthusiasm for learning Mandarin. Indeed, he suggests the number of Chinese companies operating in Nigeria is increasing, and they generally pay well. Though the complexity of Mandarin makes students less consistent in their learning experience than other languages, the students' overall level of interest in Mandarin remains high. Besides the economic benefits of a second language, the increasing presence of Chinese immigrants also adds to local people's interest in learning more about the culture and language. Zhao Yang himself teaches a Wushu (Chinese martial arts) class, which is very popular on campus.

Therefore, it appears that the establishment of CI is not merely due to a Chinese soft power offensive, as some have argued. From the visualization and the case study it appears more plausible that the opportunities presented by Chinese economic engagement inspire a local demand for Mandarin skills, interest in Chinese culture, and requests for official development cooperation. Local educators take note of this economic and cultural interest, and invite Hanban to establish a CI in their country. Recipient demand is an essential element of the allocation process.

*Calvin Chan '14 is an AidData Research Assistant at the College of William & Mary. Wenxia Tang is a Summer Consultant for AidData. The supporting map is created by Qiao Li, who is also a Summer Consultant at AidData.*

# Short journey to another world for Rawls Byrd Elementary School



Susan Robertson

Introducing Rawls Byrd Elementary School students to a culture world apart from their own was as easy as forging a partnership a few miles away.

Close in proximity and uniquely suited to provide elementary students with firsthand knowledge of Chinese language and culture, the William & Mary Confucius Institute was the perfect resource for engaging students in information they'd otherwise be learning out of a book.

"They are helping us address the Virginia Standards of Learning," said Dana Margulies Cauthen, second grade teacher at Rawls Byrd, this past spring. "Ancient China is one of the second-grade topics."

Rawls Byrd Principal Cathy Vazquez said the school launched two successful partnerships with the Confucius Institute last month, teaching fifth graders Mandarin Chinese and helping second graders learn about Chinese history, culture and geography. More partnerships are in the works.

Xuan Shu, known to her students as Jessica, visited with second graders weekly. A student at Beijing Normal University, she came to the United States last fall to work with the Confucius Institute.

Cauthen said Jessica has been teaching the children everything from hard facts to artistic expressions,

like paper cutting and the decoration of masks in the Beijing Opera, and that after the paper cutting lesson she had a hard time curbing her students' impulses to show off their newfound skills.

Jessica said she taught the students basic conversational skills, like how to say "hello" and "goodbye" and introduce themselves, but her focus was on giving them a taste of Chinese culture. She taught them about the explorer Zheng He, who is regarded as the Chinese Columbus. She also told them the story of the Monster Year and that the bright colors and loud celebration of Chinese New Year evolved as a way to scare the monster off.

"I want them to experience the different culture of Chinese New Year because they celebrate a completely different New Year, where they watch it on TV and have a good dinner," she said. "We have the Dragon Parade."

Alexandria Otero, 8, said she's liked learning the language and seeing what the Chinese characters look like on paper. She added that syncing up the written and spoken language has been difficult because the characters often represent an entire word instead of a single letter.

Christopher Dawson, 8, has enjoyed learning something new every week. He said what he'll remember about the special lessons is the language



in hopes that he can greet someone from China in their own language some day.

Cauthen said her students were skeptical of learning about a foreign culture at first, but their enthusiasm grew with time. She said it's been wonderful to watch them learn from someone who lives the culture rather than from her secondhand knowledge or a textbook.

"It's helped build a bridge between cultures," Cauthen said. "If they were to meet someone from China in the future, I think my kids would scream 'Hello. My name is...' I can see them doing that."



# WMCI offers non-stop summer programming

Beth Stefanik

The high heat and humidity of summer in Williamsburg, Virginia did little to slow the pace of the William & Mary Confucius Institute (WMCI). A full program of events kept the CI at Rowe House filled with faculty, staff, students, local community members and school children even when other areas of William & Mary saw a decrease in traffic.

“Language learning needs consistent effort,” said Ma Lei, the Chinese deputy director of WMCI. “We offer activities during the summer when some people have more free time so that our programs will attract more learners and help students of all ages improve their Chinese language proficiency.”

Throughout the summer the WMCI offered beginning, intermediate and business Chinese classes in Williamsburg, and this year it also launched a pilot program offering business Chinese for professionals in Washington, D.C., in conjunction with the W&M Washington Office.

“We started talking to the Confucius Institute about summer classes because there is such broad interest in the D.C. area for Chinese language and culture,” said Adam Anthony, director of the W&M Washington Office.

“We also thought the idea of offering lower cost ‘community’ language classes paired with credit-bearing Chinese classes would help reach a broad group of students and alumni. The university is continually looking for ways to engage with alumni in the D.C. area, and providing academic instruction from a William & Mary professor is a terrific way to reach them.”

Tai chi classes for the local community, Chinese Proficiency (HSK) and Chinese Proficiency Oral (HSKK) testing for students as well as a summer camp for local children all allowed the WMCI to continue its outreach to local and regional audiences.

In addition, the WMCI also ran more specialized programs for its academic audiences. This summer it worked with faculty from W&M’s Chinese Studies section to teach American methodologies of classroom teaching to incoming visiting scholars from China, and coordinated professors from W&M’s Department of Modern Languages and Literatures, Department of Governments, School of Education and School of Law to assist six visiting instructors from Beijing Normal University in English as a Second Language (ESL) teacher training.

“These types of professional development opportunities are mutually beneficial on a number of levels,” said



*Xuan Shu leads a Tai Chi class for members of the Williamsburg community.*

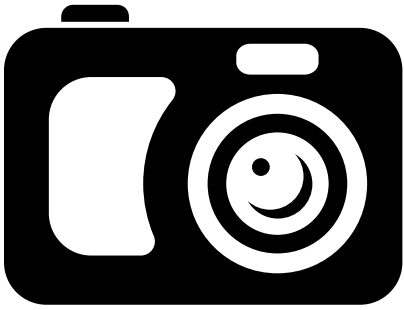
Steve Sechrist, director of W&M’s Office of International Students, Scholars and Programs.

“Academically speaking, our visiting faculty from abroad have the opportunity to observe how their discipline is taught in the U.S. and experience a different pedagogical approach. Conversely, through the visiting teachers’ questions and observations, our faculty benefit from an outside perspective on their approach to instruction.

“Additionally, language teaching often serves as a vehicle for transmission of culture. Despite the relative short duration of their stay, their experiences in the United States will inform their understanding of American culture and enable them to bring that understanding to their students.”

Further afield, the WMCI helped sponsor William & Mary’s first overseas New Student and Parent Event in Beijing, China. More than 100 incoming undergraduate and graduate students, along with their parents, were welcomed to a reception/orientation session at the Hilton Hotel to learn more about the history and background of William & Mary, current graduate schools, the demographics of the university, and other information pertinent to international students.

“WMCI has been a central contributor to the growing ties of cooperation between William & Mary and our Chinese partners,” said Stephen E. Hanson, William & Mary’s vice provost for international affairs. “The number of activities that continue at the institute on a year-round basis is truly remarkable.”



## *Visualizing China: SOE-In-China Photo Contest Winners Announced*

Jim Barber

In spring 2013, Dr. Jim Barber, assistant professor in the School of Education's Higher Education Program, led his "Global Studies: Teaching and Learning in China" course participants on a trek of over 17,000 miles roundtrip to study abroad in the People's Republic of China.

The group of eight master's degree and doctoral students visited five higher education institutions in Beijing, Xi'an and Shanghai during the twelve day experience, including Beijing Normal University, Shaanxi Normal University and East China Normal University.

Students used digital storytelling techniques to create multi-media web-based assignments in place of conventional research papers and exams. The projects prompted students to use video, audio, text, photography and other digital tools to explore cross-cultural pedagogy.

The course was part of a larger university initiative, the W&M-China Initiative for Film and New Media in Higher Education project, funded by the Reves Center for International Studies' Internationalization Fund. The initiative is a collaboration of the Modern Languages Chinese Program (Arts & Sciences), the W&M Confucius Institute, and the W&M School of Education.

Upon returning to Williamsburg, the group decided to hold a photo contest and encouraged the general public to participate. Over 225 votes were cast. All contest photographs and a selection of student work from the course can be viewed at <http://chinese.blogs.wm.edu>.



*W&M SOE students Meredith Allred, Sean Bates, Leslie Bohon-Atkinson, Debra-Ann Butler, Jess Hench, Richelle Joe and Katherine Sperandio with Professor Jim Barber and colleagues at Beijing Normal University in Beijing. Courtesy of Jim Barber.*





### FIRST PLACE:

Leslie Bohon-Atkinson, Ph.D.  
Student

*“Some things are universal.”*

Place: Anywhere, everywhere.  
Physical Location: Temple of Heaven,  
Beijing



### SECOND PLACE:

Jim Barber, Faculty, Higher Education  
Program

*“The light of central Shanghai’s business  
district reflect on the Huangpu River.  
Pictured in the center is the iconic Oriental  
Pearl Radio and TV Tower.”*

Location: Pudong District, Shanghai



### THIRD PLACE:

Jess Hench, Ph.D. Student

*“Texting Monk: The Intersection of  
Tradition and Technology.”*

Location: Big Wild Goose Pagoda, Xi’an

# *The W&M-China Initiative: Digital Learning in Cross-Cultural Pedagogy*

Emily Wilcox

*How can digital tools such as Web publishing, image and video editing, and social media be used in the classroom to promote cross-cultural education?*

*What changes can be made to existing courses and learning objectives to better integrate technology and international experiences in student learning on and off campus?*

*How can traditional assignments be replaced by media-rich assignments to help students and faculty gain digital skills, interact with international partners, and share their work with a wider audience?*

These were some of the questions asked by a group of faculty involved in the 2012-2014 grant project W&M-China Initiative for Film and New Media: Internationalization, Digital Learning, and Cross-Cultural Pedagogy. Funded through a Reves Center 2012 Internationalization Grant, and spearheaded by the William & Mary Chinese Program, it involves faculty from the William & Mary School of Education, Faculty of Arts & Sciences, Confucius Institute and Beijing Normal University.

## *Teaching and Learning in China: Student Projects*

The multi-year Initiative officially launched on January 1, 2013. During the 2013 Spring Semester, the Initiative sponsored several new projects, including Education 500: Teaching and Learning in China, a School of Education study abroad course, conceived of and executed by School of Education faculty Jim Barber. Students traveled to Beijing, Xi'an, and Shanghai, meeting with educators and counselors and observing classrooms.

Using digital storytelling and a course blog, students documented and presented their experiences and research in three types of multimedia blog posts:

- **Cultural Artifacts** allowed students to focus on one object of significance encountered in China.
- **Teaching and Learning** had students expressing their initial reflections on Chinese education and counseling based on interviews and site visits, and
- **Final Projects** allowed students to explore in detail one question or topic related to the comparison of higher education and counseling in China and the United States.

## *Chinese Language Courses*

While Education 500 used blogs and multimedia projects to pursue cross-cultural learning, Chinese languages courses taught by Ma Hua in the Chinese Program used social media to facilitate student engagement and language acquisition. Ma's website provides detailed examples of how social media such as Twitter and Web-based tools such as VoiceThread can be used in the language classroom, supplemented by useful links and references to current best practices research.

Among scholars cited on Ma's website are William & Mary's own Mark Hofer and Judith Harris (both faculty in the School of Education and collaborators in the Initiative), who have studied the integration of new media into student learning outcomes and curriculum-based learning goals. Ma's website for Chinese-language educators provides extensive and continually updated resources on "digital literacy" in the language classroom.

## *East Asian Cultures Through Film, the Digital Media Pilot Course*

Wilcox's course, Chinese 280: East Asian Cultures through Film, served as a "Digital Media Pilot Course" for the Initiative. It combined social media and blog-based multimedia projects to explore the possibilities for digital media and international collaboration in the existing William & Mary humanities curriculum. Students completed two Web-based projects, through which they learned Web publishing with WordPress, simple video editing, and international video-conferencing using Skype.



In the first project, students worked in groups to analyze the discursive construction of East Asia in Hollywood films, the results of which they presented in multi-media blog posts. In the second project, Wilcox paired W&M students with undergraduates majoring in English at Beijing Normal University. Through a series of three hour-long Skype conversations, students learned about each other's lives and compared American and Chinese films. Their resulting blog posts reflected on their interactions and on the role of film in cross-cultural understanding.

### *The Initiative as a Resource for Collaboration and Reflection*

Based on its first semester of activities, the Initiative has become an important resource for collaboration and reflection on the relationship between cross-cultural education and digital media.

Projects will continue this summer and during the 2013-14 academic year, culminating in one semester of scholarly exchange and collaboration in Spring 2014 with Professor Leon (Yongliang) Xiao from Beijing Normal University. A leader in film studies, student film festival production, and digital learning in China, Professor Xiao will be working with the W&M Global Film Festival and other international learning projects on campus, with the goal of forging long-term collaborative projects between William & Mary and Beijing Normal University.



# Mid-Autumn Festival celebrates Chinese culture

Jim Ducibella



It was a terrific party.

The Mid-Autumn Festival celebration, organized by the William & Mary Confucius Institute (WMCI) and the university's Chinese Language House, Chinese Students and Scholars Association, Chinese Student Organization, Chinese Undergraduate Students Association and the Asian Law Students Association, featured an abundance of fun and food, music and martial arts, books, games and fellowship.

China's Mid-Autumn Festival is traditionally celebrated on the 15th day of the eighth lunar month. According to Chinese culture, a full moon is a symbol of peace, prosperity and family reunion. On Mid-Autumn Festival night, the moon is supposed to be at its brightest and fullest, which is why the festival is also known as the "Day of Reunion" and the "Moon Festival."

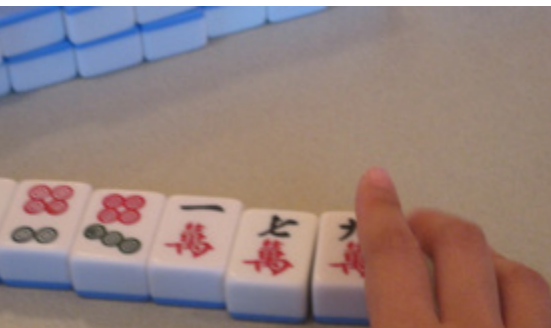
"It's kind of like Thanksgiving in American culture," said Ying Liu, the new assistant director of the W&M Confucius Institute. It's a time for Chinese people to be together and to appreciate the full moon. It's also a time to eat the mooncake, a traditional dessert for the Mid-Autumn Festival."



More than 200 people, both from the university and the Williamsburg community, filled the Sadler Center's Tidewater A and B rooms, the walls of which were decorated with bright red lanterns and streamers. They moved among exhibits housed on a dozen tables, watching and participating in Chinese chess, paper-cutting, mahjong, painting, calligraphy, and more.

Shu Xuan, a volunteer teacher with the WMCI, gave a mesmerizing performance of Taichi, a sport for which she was named a champion in the Changchun martial arts competition and won third place in the 2010 Jilin Province Games.

Xuan was accompanied by Anna Yuan, a freshman student who played the guzhen, an instrument that resembles a horizontal harp.



Stephen Hanson, vice provost and director of the Reves Center for International Studies, offered his gratitude to Beijing Normal University, W&M's partner in the Confucius Institute, as well as the Office of Chinese Language Council International, also known as Hanban. The Institute's mission is to promote the study of Chinese language and culture at W&M and in Williamsburg and to facilitate cultural exchanges between the U.S. and China.

"It's a wonderful celebration in China; it's a great celebration here at William & Mary," Hanson said. "We all love mooncakes. It's wonderful to celebrate our connection, culturally and personally.

Hanson told the crowd that he, President Taylor Reveley and a delegation of senior administrators from the university will travel to China next month. They will visit Beijing Normal University and Hanban to explore ways in which this collaboration can be enhanced and expanded.

*(TOP) Yue Lin of the William & Mary Confucius Institute pours one of the several flavors of tea offered*

*One of the many examples of paper-cutting artistry*

*Participants took part in games of Chinese chess and mahjong*



# WMCI pairs up with Peter Chang to bring Chinese cuisine to campus

Georganne Hassell



The first ingredients seemed simple enough: fish, tofu and vegetables, but even when the recipe called for black fungus, no one raised an eyebrow. The William & Mary Confucius Institute (WMCI) recently brought the far-flung ingredients of Chinese cuisine to campus with the Peter Chang Cooking Class, which just completed its first session. The four-week course introduced a new range of ingredients to an eager audience, many of whom now find the items for the foreign dishes much more familiar.

Robert Sanchez, visiting assistant professor of philosophy, was among the first group of 10 participants to take the Peter Chang Cooking Class, which held its fourth and final class this week. “On the first day the ingredients seemed strange” he said. “But now it just seems natural.”

Sanchez and the other participants were introduced to traditional Chinese ingredients like chili paste, rice wine, gingerroot, oyster sauce, and black fungus—also known as dried black mushrooms. A different dish was prepared at each of the four classes in this first cooking session. A chef from the restaurant—or sometimes Peter Chang himself—came on campus to teach the class at the request of the W&M Confucius Institute, which saw popularity growing in the community for traditional Chinese cuisine.

“We decided to offer this cooking class based on the community’s interest for

Chinese food,” said Lei Ma, Chinese deputy director for WMCI. Ma also serves as translator for the course, giving the participants step-by-step instructions on the food preparation and cooking.

Gathering around the kitchen island in the Baptist Collegiate Ministries house, Ma translated for the chef as he discussed the ingredients first and then demonstrated how to cook the dish. At this fourth class, fish and tofu balls were on the menu, along with a mix of vegetables like bok choy and carrots. Green onion, white pepper, ground ginger, soy and oyster sauce were also on hand to add flavor to the dish. The chef mixed the boneless white fish and tofu together and then hand-squeezed the mixture into small orbs that were cooked in a simmering pot—a stand-in for a traditional Chinese wok. A fusion of spices, sauces and vegetables completed the dish, and after the chef’s demonstration, participants dug in with chopsticks to taste the culinary creation.

After their taste test, the participants became the chefs and made their own version of the fish and tofu chef specialty. There’s no specific recipe with measurements in this class, but participants took plenty of notes and the WMCI staff was on hand to help with questions. Sanchez found the lack of exact ingredient quantities liberating: “I feel like I’m developing a skill and not just watching the chef.”

The chef also offered insights to the

*Robert Sanchez, visiting assistant professor of Philosophy, and Rachel DiNitto, associate professor of Japanese Studies, learn how to make wonton with Peter Chang and his wife Lisa*

cultural significance of the dishes throughout the class—another bonus in Sanchez’s mind. “I like everything that the food captures—I like that there was a story behind the dish,” he said.

Another participant, Becca Marcus, senior staff counselor at the counseling center, was thankful for the high quality and authenticity the course offers. “I’ve been waiting a long time for a good Chinese restaurant to come to Williamsburg,” she said. With the skills from this class, she’s ready to make genuine Chinese food for friends and family.

Only 10 participant spots were available for the first session, which filled up quickly.

“This cooking class has been so popular we’ve had to turn people away,” said Ying Liu, assistant director of the WMCI. The Institute’s mission is to promote the study of Chinese language and culture at the University and in Williamsburg and to facilitate cultural exchanges between the U.S. and China.

The WMCI plans to continue coordinating the Peter Chang cooking class, with the second session beginning after fall break. The next session’s menu will feature a new set of classic Chinese cuisine, and plans for a special dessert class are also in the works.



# Alumnus Profile

## NAME:

Austin Strange '12

## W&M MAJOR:

Economics, Chinese

## CURRENT EMPLOYMENT:

Graduate Student at Zhejiang University  
Research Associate at AidData

## HOMETOWN:

North Easton, MA

### *What led you to study abroad while at William & Mary?*

Actually studying abroad was one factor that led me to attend William & Mary. I knew that after graduating from high school it was time to get some international experience, and I was impressed with the emphasis put on international education by various university personnel when I visited campus. After arriving at W&M, study abroad was simply a matter of when and where. I studied in Beijing at Tsinghua University in summer 2009, and then twice at Peking University between 2009 and 2011.

### *How did you become involved in the opening of the William & Mary Confucius Institute?*

Professor Yanfang Tang, section coordinator of Chinese studies, has always been supportive of my studies. She is director of WMCI, and our positive teacher-student relationship as well as my language abilities allowed me to play a facilitating role in the opening of the Institute. Helping to open WMCI was only a short-term task, but nonetheless provided me with a nice opportunity to engage a larger portion of the Williamsburg Chinese and Chinese-speaking communities through events such as the Global Film Festival and the WMCI's grand opening festivities.

### *Why did you become involved in AidData, a collaborative initiative that makes aid information more accessible and usable to a wide range of stakeholders?*

Previously I had worked for AidData Co-Executive Director Brad Parks on a research project about incentives for reform in developing countries. When I returned home from my second study abroad trip to China in 2011,

AidData was actively exploring ways to better understand how non-Western countries provide foreign aid. A lot of my research focuses on China's impact on and contributions to the world outside of China, so Brad and I both recognized an opportunity to collaborate. I am currently a Research Associate at AidData and lead a media-based data collection initiative cataloguing China's aid and investment activities in Africa.

### *What did you learn at William & Mary that has had the greatest impact on your future plans?*

William & Mary taught me to be more tolerant and open-minded. This includes my time in China, which was part of my undergraduate studies. The W&M community is diverse if you consider its relatively small size in comparison to larger institutions. This is especially true from my perspective. I grew up in New England and nearly everyone from my hometown shares similar ethnicities. Spending a lot of time abroad helps one realize that there is probably a large gap between how he or she perceives the world and what it is actually like. I am planning on applying to graduate international relations programs beginning this winter.

### *What would you like the world to know about W&M?*

The university does a lot of things effectively considering its small size and often limited resources. It's able to foster a vibrant learning community that is able to adapt to new environments and technologies without losing its character in the process. W&M's positive interactions and engagements with international students, faculty and programs are a big part of this.





*the Year in  
Review*

**A TIMELINE OF EVENTS AT  
WILLIAM & MARY CONFUCIUS INSTITUTE,  
JANUARY - OCTOBER 2013**





JAN. 16

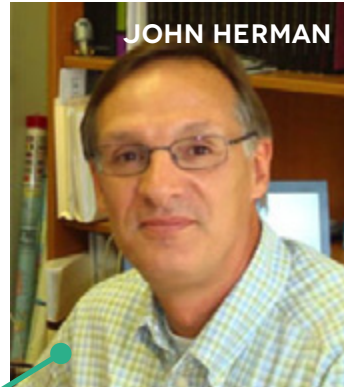
### INDEPENDENT STUDY OF CHINESE AT RAWLS BYRD ELEMENTARY SCHOOL

首次在 RBES 小学5年级开展课后独立学习中文辅导，为期一学期。志愿者玄殊为辅导老师。

FEB. 14

### JOHN HERMAN'S LECTURE ON CHINESE HISTORY

邀请 VCU 大学教授 John Herman 举行中国历史讲座“Financing Empire in Southwest China: Copper, Land and Local Society, 1650-1750”。



JOHN HERMAN



DANIEL HUSMAN

FEB. 19

### ORIENTATION ON CHINESE CULTURE FOR W&M SCHOOL OF EDUCATION

助理院长 Daniel Husman 为威大教育学院即将去中国游学的师生介绍中国文化，做行前准备。



### NEW YEAR CELEBRATION AT PBK

联合本科生学生会 CSO 和 CUSA 在学校剧院 PBK 召开新年庆祝晚会，与会者近300人。

FEB. 10

FEB. 23

### CHINA FEST AT THE VIRGINIA MUSEUM OF FINE ARTS

马磊和 Daniel Husman 带志愿者玄殊和方军参加弗吉尼亚州立博物馆中国文化展示，与会者上千人。







**SOCIAL STUDIES  
COURSE AT  
RAWLS BYRD  
ELEMENTARY  
SCHOOL**

玄殊和威大教育学院在读硕士张蓓参与 Rawls Byrd 小学 2 年级社会学课程教学，介绍中国语言与文化，为期一个月。

**FEB. 27**



**NATIONAL FOREIGN LANGUAGE WEEK AT  
NEWPORT NEWS**

利用全美外语周，接受 Newport News 地区外语教师 Briana Camden 的邀请，马磊、潘泰、玄殊和张蓓在四所小学 15 个班中介绍中国，听众近 300 人。

**MAR. 4-5**

**APR. 5**

**CHINESE SPEECH CONTEST**

与威大中文专业合办中文讲演比赛，参赛者近 70 人。



**TASTE OF ASIA HELD BY UNDERGRADUATE  
ADMISSION**

玄殊参与威大本科生招生办的 Taste of Asia。

**APR. 5**





### DIGITAL LEARNING IN CROSS-CULTURAL PEDAGOGY AT REVES CENTER

美方院长汤雁方率领中文专业和孔子学院共同参与威大国际化项目。

APR. 8

APR. 13

### DAY FOR ADMITTED STUDENTS AND MOSAIC

玄殊与学生会CSO一起参与威大本科招生办的 Day for Admitted Students 和 Mosaic。



### MICHAEL CHANG'S LECTURE ON CHINESE HISTORY

邀请乔治梅森大学教授 Michael Chang 举行中国历史讲座“Civil-Military Tensions at the Early Kangxi Court as Seen through the Case of Xiong Cil ū (1635-1709)”。

APR. 11

APR. 13

### DIRECTORS FROM GMUCI PAY A VISIT TO WMCI

乔治梅森大学孔子学院领导（高青、王丽虹和 Lucia）访问本孔院并与院长们座谈。







MAY 7

**SOCIAL STUDIES COURSE AT JAMES RIVER ELEMENTARY SCHOOL**

马磊带玄殊参与 James River 小学2年级社会学课程，介绍中文和中国文化。

JUNE 27

**INTERVIEW BY JAPAN BROADCASTING COMPANY**

日本NHK电视台采访孔院在华盛顿校区的《商务汉语》课程。中文专业于鹏担任主讲教师。



MAY 21

**FIRST TAICHI CLASS AT WMCI**

首次向公众教授太极课程。玄殊担任授课老师。



JUNE 6

**INTERVIEW BY CCTV**

积极组织威大学生和社区学员接受中央电视台关于发射神州十号的采访。





JUNE 30

### BNU ESL PROGRAM AT W&M AND GMU

与乔治梅森大学教育学院、威大诸位教授联手为北师大外文学院12名英文老师提供教师培训，为期20天。



JULY 20-27

### YOUNG DIPLOMAT PROGRAM AT HAMPTON UNIVERSITY

玄殊参与 Hampton 大学的青年外交官项目，参与者达 90 人。



### FIRST CHINESE SUMMER CAMP AT WMCI

首次举办小学生夏令营。玄殊负责全程活动。

AUG. 5-9

AUG. 21-23

### WMCI TEACHER TRAINING

举行威大中文专业和孔院的教师培训，副校长兼代理院长 Steve Hanson 致辞。







**FIRST CHINESE COOKING CLASS WITH PETER CHANG**

首次与当地著名中餐馆 Peter Chang 联手，开设四川厨艺课。

**SEPT. 17**



**MID-AUTUMN FESTIVAL CELEBRATION AT SADLER CENTER**

联合威大各个学生会 CSO、CUSA、CSSA、法学院亚洲学生会和中文之家在 Sadler Center 举办中秋庆祝活动，参与者近300人。Steve Hanson 到场致辞。

**SEPT. 18**



**STUDENT CALLIGRAPHY WORKS SHOWN AT SWEM LIBRARY**

方军的中国书法课学生作品在学校 Swem 图书馆展出，为期一个学期。

**SEPT. 1**



**Q. X. WANG'S LECTURE ON CHINESE ART**

邀请纽约 Q.X.Wang 教授举行中国绘画讲座“Difference Means Art”。

**SEPT. 19**





JOINT MEETING  
OF UNITED STATES  
CONFUCIUS  
INSTITUTES

Steve Hanson 和马  
磊参加首届美国孔子  
学院联席会议。

SEPT. 27 - OCT. 1

OCT. 2

MOTHER TONGUE  
READING AND CHINESE  
CLUB AT JAMES RIVER  
ELEMENTARY SCHOOL

志愿者郝意参加James River  
小学母语读书会和中国文化  
俱乐部，为期两个月。



OCT. 11-12

W&M PRESIDENT  
DELEGATION TO  
CHINA

威廉玛丽校长  
Reveley率团访  
问北师大、汉办  
等机构。Steve  
Hanson、汤雁方和  
马磊负责行前文化  
培训。







**WMCI OPEN HOUSE AND HOMECOMING PARADE**

配合学校的校友返校日，举办孔院开放日并参与学校的盛装游行。

**OCT. 25**

**OCT. 5**

**FLAVA ANNUAL CONFERENCE**

孔院志愿者（玄殊、林跃、靳丹丹、侯雪玮、郝意）参加弗吉尼亚外语教师年会。



FOREIGN LANGUAGE ASSOCIATION OF VIRGINIA



**CHINA NIGHT WITH MAHJONG AT WMCI**

举办中国之夜，中文专业马骅老师介绍麻将和中国文化，参与者近30人。

**OCT. 18**



# ONE CREDIT WHERE CREDIT IS DUE

Sarah Caspari '15

While students at the Mason School of Business conduct mock interviews in Alan B. Miller Hall, students in Adventure Games swing on ropes in the woods just behind. Across campus, language students consult their bilingual dictionaries while students in Chinese Calligraphy and Painting make Valentine's Day greeting cards.

The College of William and Mary offers an array of courses like Adventure Games and Chinese Calligraphy and Painting that allow students to earn one credit while polishing a skill or trying something completely new.

Lecturer in Kinesiology Randy Drake has been teaching Adventure Games since 1994. The course, which begins with basic name games and icebreakers and builds up to challenges on the College's high ropes course, works on both an individual and group level by encouraging trust and teamwork while pushing the boundaries of each student's comfort zone.

"They go out on these cables and swing on these ropes and do all these other things because they know they can trust the other people in the class," Drake said. "The trust that exists at the beginning of class is just about nonexistent, but through the instruction that they receive

and the care that we take with the students, they are able to progress to the point where at the end, they're doing stuff they never, ever thought they could do."

For Drake, the true value of the course lies in the opportunity it offers to build interpersonal connections and to push oneself, especially in a world becoming less active and more isolated each day.

"[If] all you do is surf the Internet and watch TV, where are the connections? They don't exist anymore," he said.

Drake does, however, warn "thrill-seekers" that Adventure Games is not all fun and games. People who become too comfortable in a dangerous — although protected — environment run the risk of injury due to carelessness.

Students in adjunct instructor of Chinese studies and Chinese studies language house tutor Jun "Philip" Fang's Chinese Calligraphy and Painting class opt for ink over adrenaline. Fang learned the art of calligraphy as a young boy in China, and like Drake, views it as a way to preserve the quality of life in response to today's technologically dominated society.



"We have the Internet, we have iPhones and a lot of stuff, so we cannot focus on the traditional things, but when I started learning calligraphy, I really enjoyed it because ... we had no Internet, no cell phones, and I would just bring a cup of tea, so just sit there spending like three hours on painting," Fang said. "It's kind of an inner peace we really need nowadays."

Fang's class begins with an overview of Chinese philosophy as a way to introduce students to the material and involves a series of art projects. For the Chinese New Year earlier in the semester, Fang taught his students the character "fu," which stands for fortune. They painted them on red, diamond-shaped paper to hang on their doors according to Chinese tradition.

"In China, usually we will post this on the door on Chinese New Year's Eve, and we will put it upside down because 'fu' upside down in Chinese means 'dao,' it means 'to arrive, to come,' so the fortune will come," he said.

For this class, fortune did come. Through a friend, Fang was able to arrange for China Central Television, a major television network in China, to come and film a segment on how the College celebrated the Chinese New Year. Fang said the segment aired at the annual New Year's gala in China and was seen by roughly one billion people.

For Valentine's Day, Fang's students learned the character for love, 'ai,' which is an extremely difficult character.

"That was really, really complicated, but it was pretty cool to actually be able to write something," Kristina Venieri '13, one of Fang's students, said.

For some students, many of these one-credit courses are too big of a time commitment to earn just one credit. These students have the option of choosing from courses that meet less frequently — perhaps just one weekend in the whole semester.

Sara Williams '13 took Scuba her freshman year at the College and now helps instruct the class. Over just one weekend, students learn the basics of scuba diving and get some time to practice in the pool in Adair Hall. If they choose, they may spend an additional weekend earning scuba certification.

In the open water certification class — for those with no previous experience — students spend the mornings in the classroom and the afternoons in the pool becoming acquainted with equipment and practicing in the water.

"You have probably about 40 pounds of gear on your

back when you're scuba diving, which feels a little awkward on land, but underwater you don't notice it really," Williams said.

Many people start out nervous, Williams said. Some take Scuba as a way to overcome a fear of water. For Williams herself, however, this is far from true. A scuba diver from age 15, Williams is also co-president of diving in Scuba Club at the College. Teaching Scuba is a way for her to share her hobby with others.

"It's such a big part of my life," she said. "It's pretty cool to see people like, 'Oh, I'm breathing underwater for the first time.' It's just cool to see that click."

Williams encourages people who may be on the fence to give it a try. Drake agrees with this statement, and emphasizes that trying something new is the best way to grow.

"If you just stay home and sit on the couch, you're not getting outside your comfort zone very much, are you? And where do we grow? How do we grow? It's when we step out of our comfort zone."



*The Wild Horse*  
Sou Hyun (Joanna) Park  
Class of 2015, Psychology

# An Unexpected Adventure

Dylan Kolhoff

*Dylan Kolhoff is a senior at the College of William & Mary majoring in International Relations and minoring in Chinese. He spent his junior year studying in China at Peking University under the auspices of a Confucius Institute Scholarship. He is now an intern at WMCI.*

I had a train to catch, but I had given myself more than enough time to catch the bus and check in, so time shouldn't have been an issue. I had spent much of the day in the hostel, watching the clock as it signaled departures, dates, and dinners for those around me, waiting for it to turn its steadfast hand toward ten o'clock, the train station, and my sleeper from Kunming to Lijiang.

I left with thirty minutes cushioning my trip to the station, earbuds cushioning my eardrums from the sounds of Kunming, and a hip strap cushioning my back from the added weight of newly purchased gifts in my backpack. Time shouldn't have been a problem.

I went to the bus stop in the opposite direction from the way I had arrived two days before and waited patiently for my bus. I leaned against the bus stop ads and enjoyed the sweet sounds of the Economist audio edition pouring worldly information into my head. And waited.

And no bus came. I checked the time. Time had, predictably, kept going, suddenly leaving me with twenty minutes to get to the train station, go through security, and get on my train. Sweat of a slight panic started to join that of carrying fifty pounds. A taxi then. The station was close, so a taxi should get me there with some time to spare.



Unfortunately, I was in the city center, and there were no taxis to spare. A guy on a motorcycle came up and asked where I wanted to go. I told him the train station and added that I had too much stuff and was going to take a taxi. He said I could put my pack at his feet and fifteen yuan. I said I could catch a taxi and ten yuan. He said good luck getting a taxi now and, okay, ten yuan. I checked the time, saw that I had fifteen minutes till my train departed, and said where's the helmet. He laughed and said hop on.

He did a U-turn and began heading to the station. Only then did I remember that I had made the very same mistake the last time I had been in Kunming, and that, contrary to instinct, you had to get on the bus in the same direction as you arrived to get back to the train station. Well, at least no harm had been done. It seemed like I would make it to the station just in time with my driver in front of me zooming along. Just so long as he didn't hit that van turning at the intersection.

BAM, and down we go. Well, he could probably thank the momentum provided by me and my bag for some of that. Luckily, nothing more than bruises, so we picked up the motorcycle, ourselves, and my things, and continued on. Only to be stopped by the angry driver of the van we just ran into, shouting at my driver for hitting his car. My driver tried unsuccessfully to calm him down and said that hitting the car wasn't his fault and that he would not give the guy any money. I was tempted to offer some money myself so we could hurry and catch my train that was leaving in ten minutes. The driver of the van continued angrily berating my driver as several of his friends from the van came over and thankfully took our side and told the van driver that it wasn't worth it. Finally, we continued on.

The next few blocks blurred past us, and I got to the train station, went through the security check, and got on my train with a few minutes to spare.



# *Dancing in Beijing*

Joan Gavalier

*Joan Gavalier is Professor of Dance and Department Chair in Theatre, Speech & Dance at College of William and Mary. She studied Chinese with WMCI volunteer teacher Shu Xuan before visiting Beijing Normal University in March, 2013.*

I had the pleasure of teaching a two-week residency in the Dance Department at Beijing Normal University from March 4 to 14, 2013. The invitation to visit BNU came through Wang Jie (Jess), who spent February 2012 to January 2013 as a visiting scholar in the Dance Program at William & Mary. Her Ph.D. is focused on dance pedagogy and teaching creativity, and she spent her time at the College getting to know our dance curriculum and introducing Chinese ethnic dances to our students.

My residency was spent with the sophomore class in the BNU Dance Department. The faculty and students were very welcoming, and I was fortunate to have a graduate student in dance, Xu Yao, translating for me. Her English was excellent, and her presence made it possible for this residency to go very well, particularly when my Chinese language ability mainly includes *ni men hao, hen hao, hao duole, xie xie, zai jian, and wu, liu, qi, ba!*

I taught a Release style modern technique class each day in addition to four Composition classes, a Contact Improvisation workshop, a lecture on Dance Composition, and a lecture on the Alexander Technique. We concluded the residence with a showing by the students of the technique they had learned and the choreography they created. It was wonderful to be able to integrate so many classes into this nine day period.

I had the opportunity to meet Dean Zhen Wei and Chair Xiao Xiangrong in addition to a number of the dance faculty including Tang Yi, Wang Xi, Mrs. Bai, and Zhang Sun at BNU. I also was able to spend time with Lu Yisheng of Beijing Dance Academy and Wang Hua who teaches music at Minzu University. Across these two weeks I was invited to observe a Han folk dance class and a classical Chinese dance class at BNU and a Tibetan folk dance class at Minzu University. Seeing these classes helped me understand how the students were used to moving and how to give them better feedback to perform my technique. I also had a chance to visit a few areas of Beijing away from campus. Yao and Chase (an American artist living in Beijing) guided me through the Forbidden City and the rock garden behind, the Buddhist temple nearby, Tiananmen Square, and the 798 Art District. I went shopping with Jess and Xiaolian and visited Luogu Lane, and of course, I tried a wonderful variety of Chinese foods at different restaurants.



*Joan Gavalier and Wang Jie (Jess) in Beijing.*

The faculty were eager to discuss dance pedagogy and how to teach the creative process. They initially warned me that the students “weren’t creative” which I didn’t believe. I included some improvisation in the modern classes and transformed the Works class (in which I taught them my choreography) to a Composition class for them. The students individually developed their own movement phrases, collaborated in small groups to organize those phrases, and then worked with me to create transitions between all the movement elements in order to present a full work. Four of the class members also did a wonderful job of helping with the Dance Composition lecture by demonstrating changing aspects of time, space, and energy from an original movement. I discovered the students tended to answer questions with statements they had heard me say, so over the course of the residency I encouraged them to describe their experiences in their own words.

I found that the students were more than ready to open up and invent their own movement. If they believe the teacher wants them to imitate very closely, they will do that, but if they believe the teacher wants them to try out their own ideas, they are quite willing. For me, teaching creativity means giving up a little bit of control and allowing students to do things that may be unpredictable. I’m happy to say that by the end of the residency, students were willing to share their thoughts and even ask a few questions.

After the final showing, the Dean said he was touched by what he saw in the students. He presented me with a photo taken during one of my classes when the students were improvising and was pleased to note, “They’re all doing something different!”

I appreciate how Jess, Yao, and all the faculty and students helped make my trip to Beijing Normal University so wonderful. I think I learned as much as the students by being able to share my work in a new environment and think about what it means to teach through creative expression.



*The Boone family*

## *Building a Deep Appreciation for China: One Experience at a Time*

Letizia Gambrell-Boone

*Letizia Gambrell-Boone is a student development professional at Hampton University. She studied Chinese with WMCI volunteer teacher Zhang Hongyu and Prof. Pan Tai.*

So passionate about building a global perspective for youth, I pondered carefully which region of the world I would pursue. I was intrigued by the language, customs and experiences of our friends that live in the Middle Kingdom, also known as China. As a result, I strategically engaged in a number of experiences that deepened my knowledge base and appreciation for a culture that on the surface is different but at the most fundamental level is the same. We share a love for our country, love for our families and love for mankind.

I began this journey by hosting a foreign exchange student for an academic year. Kejie "Sherry" Ye, is a 16 year old high school student from Suzhou, China and was affectionately referred to as my Chinese daughter. I was very impressed by her respectfulness, academic standards and openness to trying new things. Although her exposure



to the American culture was heavily informed by the media, she pursued each opportunity with willingness and a desire to learn. Whether participating in our local high school Homecoming activities, family holiday gatherings or the prom, Sherry gracefully carried the pride of her family and her heritage in each of these experiences. It warmed my heart to see her growth and development in the year. As espoused by former US President Calvin Coolidge, "All growth depends upon activity. There is no development physically or intellectually without effort, and effort means work." It was evident that Sherry worked hard to make the best of her time in the US.

Hearing the Chinese language spoken is unnerving, to say the very least. However, in my quest to communicate with Sherry in her native language and my ultimate desire to one day travel to China, I embarked upon a journey that led me to taking three classes in Pinyin through the Confucius Institute. What started as a desire to learn a language morphed into an opportunity for me to build relationships with two very dynamic, skilled and patient teachers, Zhang Hongyu and Pan Tai. My teachers' commitment to fostering an understanding of the Chinese culture extended far beyond the confines of the classroom. When I hosted an afternoon tea for Sherry and some local high school and college students, Hongyu volunteered to attend and made us homemade dumplings. After concluding our meal, Hongyu taught our guests how to play the Chinese game jianzi, which made Sherry feel very welcomed and provided for her an opportunity to shine. It is this kind of thoughtfulness that I most appreciated from my new Chinese friends. Another activity that I enjoyed included tea, moon cakes and an array of very talented artists at the Mid-Autumn Festival. So moved by the performance, I found tears welling in my eyes as we joyously sang Auld Lang Syne at the conclusion of the program.

An appreciation for cultural diversity is essential for building relationships based mutual understanding and respect. It is in this spirit that the connections established with my Chinese teachers flourished. When seeking an instructor for the Young Diplomats program, a summer program that I created at Hampton University to increase global understanding between the US and China for high school students,

I contacted Confucius Institute Chinese Deputy Director Ma Lei, who enthusiastically assisted me in the identification of a teacher that would teach high school students Chinese language, calligraphy and dining etiquette. Xuan "Jessica" Shu exceeded my expectations as I watched her diligently instruct students not only in the language and culture but also in TaiChi. At the closing program, Shu choreographed a beautiful tai chi performance that left program participants in awe. Because of our affiliation, over 300 Americans were engulfed in a cultural exchange that teleported them to China. This is resounding impact of an appreciation for diversity.

To provide a real life perspective on the Chinese culture for youths, I established a relationship with the People's Republic of China's Embassy in the United States. Mr. Jiangyi "Johnny" Liu, First Secretary in the Education Department, graciously provided a tour of the Embassy and provided an enlightening talk on the progression of China and its views for the future. Mr. Liu concluded his remarks by encouraging our youth continue in their pursuit global understanding and discussed potential opportunities for study abroad.

My year was marked with experiences that can be characterized as curiosity, elation, sadness, love and many emotions in between. I cannot justly articulate in words the breadth of my growth during the year spent exploring the Chinese culture. My exposure to this epic culture has grown exponentially through the bond established with Sherry and the entire Ye family. It continues to influence my interactions with my friends and family, colleagues, and the students that I teach. I can wholeheartedly say that I am forever changed and the Chinese culture is now embedded into the fabric of my life. I invite you to embark upon this journey to deepen your appreciation for a rich tradition and heritage found within Chinese culture. Perhaps we will meet and plant our feet on Chinese soil. For me, this voyage will solidify my connection to the deep affection that is felt in my heart for my new friends in China.

# *The “Thought-Bestowing Camel” compares two month-long trips to “The People’s Middle Kingdom”*

Daniel Lovelace

*Graduating from Middlebury College in 1962, Daniel Lovelace studied Chinese History and Language at Claremont Graduate School, Stanford University, and in Taiwan. A former Political Science professor and Senior Intelligence Analyst, he spent most of his first two careers studying the USSR and China. Daniel and his wife retired to Williamsburg in 1998, and he took Chinese Level IV with WMCI volunteer teacher Shu Xuan in fall 2013.*

I owe my Chinese name to the fact that I sport a beard. The most famous bearded animal in China is the two-humped bactrian camel, or “Luo t’uo,” that carried precious cargoes along “The Silk Road” connecting China with India and (ultimately) Europe. So, when I turned up at Stanford University to study Mandarin in the summer of 1964, my instructor decided to call me “Luo Lai Szu”—which sounded a bit like my surname and literally meant “The thought-bestowing camel.” Nine years later—as a Political Science professor traveling in one of the early Sino-American “exchange delegations”—I found myself investigating the shattered remnants of China’s education system during the final stages of Mao Tse-tung’s Great Proletarian Cultural Revolution (GPCR).

The China that I encountered during August of 1973 was slowly awakening from an eight-year nightmare of violent social upheaval, cultural devastation, and economic stagnation. Nowhere was this weakness and uncertainty more apparent than in the wreckage of China’s higher education programs. Our high-level “Teachers and Educators” delegation visited a dozen Chinese universities, where we interviewed administrators and faculty about their plans for the future. We soon found that China’s political instability had made curriculum planning impossible. Meanwhile, grass was growing a foot high on the campus of prestigious Beijing University, and the reference libraries of China’s technical universities revealed five-year gaps in their runs of foreign periodicals dealing with the natural sciences, medicine, and engineering.

The ordinary people we met in the streets were curious about foreign visitors, but clearly wary of even informal contact with them. Since we were escorted by Chinese officials, the peasants and workers naturally assumed that we had come to learn from China’s Revolution, the better to “Serve the People” in the United States. As we expected, with the exception of traditional handicrafts, poster art, and a handful of officially approved “Revolutionary Operas,” the Arts were dead at all levels. To even the most naïve outside observers, China’s future looked grim indeed. As our delegation prepared to exit



via Hong Kong, I scribbled the following summary comments in the back pages of my journal:

“Mao’s China: a “cultural” revolution (though expressed in violent social, economic, and political terms) taking place within a vast museum (i.e. the ruins of 3500 years of Chinese cultural achievement). The Question: “How can the museum and its new curators manage to co-exist? The only thing the two have in common is the need to express their pride in China’s accomplishments.”

In October of 2006 I returned to the PRC as a tourist, for a look at China’s “economic miracle.” Our itinerary was much the same as in 1973, but the improved standards of living for many of China’s people and the increased sophistication of the nation’s technology base were obvious. Yet despite the glitter of the Shanghai skyline and the engineering skills demonstrated by the “Three Gorges Dam” project, I found that much of China’s traditional culture and society remained in place. As a result, I began to realize that those Americans who over-emphasize the speed and extent of China’s “Westernization”—are misperceiving a much more complex reality.

Today’s China is open to foreigners, sends tens of thousands of students abroad, and is culturally, economically, and politically engaged with the rest of the world. In response, Americans need to learn more about Chinese traditional culture and the role it is playing in facilitating China’s “rise” to regional and global power. In Williamsburg, the William & Mary Confucius Institute is helping to achieve this laudable objective, and both the College and the community in general are benefiting from the opportunity.





# William & Mary Confucius Institute Fall 2013 Events and Activities

## EDUCATIONAL

### WMCI Community Course (September-November)

Language courses; Calligraphy; Taichi; Cooking class

### Courses at Williamsburg Adult Learning Tree (From Sept. 30)

A taste of Chinese language on Monday and Wednesday: 4:45 pm-6:15 pm

A taste of Chinese culture on Tuesday and Thursday: 4:45 pm-6:15 pm

### Course at Christopher Wren Association: Confucianism

Oct. 22-Dec. 3, 9:30 am-11:30 am, New Town

### K-12 (September-November)

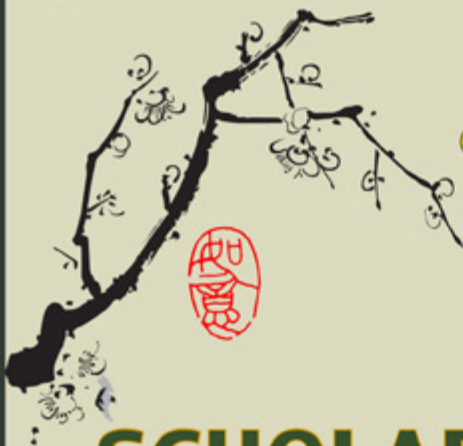
Rawls Byrd Elementary School: After school enrichment program

### HSK

HSK prep course: Oct. 14-Oct. 18

HSK test date: Oct. 20

Registration deadline: Oct. 10



## SCHOLARLY

### WMCI Scholarly Lecture Series

#### Difference Means Art

Speaker: Q. X. Wang

Time: Thursday (Sept. 19), 5:30 pm

#### The Sun Is Not So Central

Speaker: Michael Cherney

Time: Thursday (November 7), 5:30 pm

## CULTURAL

### Mid-Autumn Festival Celebration

Sadler Center Tidewater A & B

Sept. 18, 6:00 pm-8:00 pm

### China Film Series at Chinese House

Sept. 11 7:30-9:30 pm

Sept. 25 7:30-9:30 pm

### Karaoke Competition

Campus Center

Sept. 29, 7:00 pm-9:00 pm

### Paper Cutting Exhibition

Sadler Center, Nov. 8-Nov. 18

### China Night

Time: TBD



Rowe House, 314 Jamestown Road, Williamsburg, VA 23187

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# 《论语》

## The Analects of Confucius

Translated by Arthur Waley (1890-1966), 1938

子曰：“学而不思则罔，思而不学则殆。”

*The Master said, "He who learns but does not think, is lost. He who thinks but does not learn is in great danger."*



子曰：“君子之于天下也，无适也，无莫也，义之与比。”

*The Master said, "A gentleman in his dealings with the world has neither enmities nor affections but wherever he sees Right he ranges himself beside it."*



子曰：“三人行，必有我师焉，择其善者而从之，其不善者而改之。”

*The Master said, "Even when walking in a party of no more than three, I can always be certain of learning from those I am with. There will be good qualities that I can select for imitation and bad ones that will teach me what requires correction in myself."*



子曰：“岁寒，然后知松柏之后凋也。”

*The Master said, "Only when the year grows cold do we see that the pine and cypress are the last to fade."*



子曰：“仁者不忧，知者不惑，勇者不惧。”

*The Master said, "For he that is really Good is never unhappy, he that is really wise is never perplexed, he that is really brave is never afraid."*



子路曰：“愿闻子之志。”子曰：“老者安之，朋友信之，少者怀之。”

*Tzu-lu said, "A thing I should like is to hear the Master's wish. The Master said, In dealing with the aged, to be of comfort to them; in dealing with friends, to be of good faith with them; in dealing with the young, to cherish them."*

