

China Studies at Emory: Report
Rick Doner
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This final draft of a strategic vision for the study of China at Emory aims to summarize the deliberations of the China Committee over the past academic year and to provide the basis for program development and fundraising. Members of the committee have provided useful comments and suggestions on earlier draft. I have, to the best of my ability, integrated that feedback, and all committee members have endorsed the report.¹

We look forward to the Deans' responses. Further steps include circulating the draft to department and program chairs and establishing a working group to coordinate next steps.

A. China Studies at Emory: Overview

1. Members of the China Committee are enthusiastic about deepening and broadening the study of China at Emory. This project is inspired by the growing demand for China-related teaching and scholarship at Emory, the opportunity to build on existing resources in the College and professional schools, and the fact that current resources fall far short of those at peer institutions and needed to realize our goals for internationalization.
2. We aim to develop a program that fits the understanding of Emory as, in the words of Provost Claire Sterk, a "research university with the liberal arts at the center." In line with this understanding of Emory, we propose a program that emphasizes strengthening our China-related offerings for undergraduates, while moving as quickly as possible to infuse China-related offerings into our graduate and professional programs and to encourage an expansion of China-related scholarship by our faculty and graduate students. Such an effort requires a hard-headed assessment of the kinds of competencies and resources that Emory can bring to the study of China.
3. The development of such a *specifically Emory* program in the study of China also requires investment in additional faculty to broaden the basis of China-focused teaching and research, as well as student programming, such as diverse internships and study-abroad opportunities. It requires a branding strategy that inspires financial support by capturing both the solid, cross-disciplinary and comparative nature of the program and the specific areas in which an Emory China program can distinguish itself. And it requires a collaborative unit to plan and coordinate these activities
4. Resolving some aspects of this expanded program will require further investigation, consultation, and deliberation. But at a minimum, it is necessary to identify these issues and to provide a sense of alternative approaches to them.

¹ There may remain some unclear or contested issues, but based on member feedback, these are minor.

B. Why Emory Needs a Strong China Studies Program

1. A central factor inspiring our effort is **China's expanding global presence**. China's substantive impact on and significance for the rest of the world is large, growing, and currently well beyond that of any other developing country, including the other "BRICs" (Brazil, Russia, and India). The country's combination of huge population, rapid growth rate, increasingly sophisticated production structure, and foreign asset holdings has made it an important producer-exporter, an ever-growing consumer of raw materials, and a growing financial presence both regionally and globally.² These factors have translated into growing Chinese external influence in strategic, economic and, increasingly, cultural realms; and they have encouraged the country's leaders to adopt an expanded view of Chinese national interests.

2. China's development and growing influence in turn raise important **theoretical and policy questions**. The significance of these issues helps to explain why so many of our universities have found it vital to incorporate China more systematically into their teaching and research and to foster direct links with China.

One set of questions has to do with the **cultural features of a rapidly changing China**: Nationally and transnationally the country's development is inevitably informed by the extraordinary length and depth of Chinese civilization. How have these humanities-related activities – literature, visual, and performance arts -- shaped and reflected China's shifting national self-awareness and the representation of individual and social experiences? Where has there been continuity vs. change and how have these dynamics reflected globalization and technological advances? Where and how have the Chinese made new uses of the country's impressive literary traditions? How do we research, understand and explain changing cultural productions in light of China's national politics, economics, and social transformations?

Another range of questions involves the **basis of the country's economic growth**: Is there one Chinese development model? What has been the government's role in the country's rapid economic transformation? To what extent does the Chinese growth experience challenge neo-classical economic assumptions and prescriptions? Is this growth sustainable without a significant expansion of domestic demand? How should answers to these questions influence other countries' trade and investment policies? How should they affect the approach to China of organizations such as the WTO and IMF? Should other developing countries attempt to copy China's policies and institutions?

A third and related set of questions have to do with the **political bases of China's development**: What has been the contribution of one-party dominance to China's growing presence? Will the country's rapid growth result in the growth of a robust civil society and thereby undermine the Party's domination? What do answers to these questions imply about the potential for economic growth in other authoritarian regimes? What do they imply about U.S. desires to promote democracy and growth globally? How might they influence the activities of foreign firms such as Google?

² Between 2009-2010, China was reportedly the world's largest lender, its loans of \$110 billion exceeding those of the World Bank (Heriberto Araujo and Juan Pablo Cardenal, "China's Economic Empire," *New York Times*, June 2, 2013).

A fourth set of questions has to do with the **social or human aspects of Chinese development**: Why has inequality increased sharply as the economy has grown and poverty fallen? What has been the effect of economic growth on social relationships and communities across urban and rural China? Can the institutions promoting export and job expansion also address growing problems in areas of the environment, public health, and human rights / labor standards? What are the implications of these questions for foreign investors, for NGOs, for foreign consumers of Chinese exports, How are social conditions and class/gender/ethnic distinctions changing both internally in China and in relation to the increasing numbers of Chinese traveling overseas?

Finally, China's growing **strategic power has immense significance for U.S. national security interests**. To what extent does China's growth pose the challenge of strategic power transitions that, in some cases, have led to large-scale conflict? To what degree and how can U.S. policy influence China's evolving understanding of itself as a regional and eventually global power? How do we explain China's expanding global presence? In what ways has the search for natural resources affected China's foreign policy (including its growing presence in Africa that has prompted the Carter Center to devote more attention to China's activity on that continent)? What forms does China's global presence take? What have been the country's approaches toward regional cooperation in both traditional security and "non-traditional" security issues such as the environment, food security, and public health?

3. The significance of these questions has contributed to **high and growing demand** for China-related courses in the humanities, social science and professional schools by our students and for China-related expertise by prospective employers.

Existing Chinese language and China-related courses in the College are regularly oversubscribed; Goizueta Business School students have expressed strong interest in China-related courses; and significant numbers of students and faculty in public health and the health sciences conduct research on or in China, thus constituting a further source of demand for China courses.³ Further fueling student demand is interest on the part of the growing number of Emory's Chinese-American and Chinese students in China-related courses in the humanities and social sciences. The total number of graduate and undergraduate students from China at Emory rose from 94 in fall 1993 to 867 in fall 2012. The number roughly tripled in the five-year period between 2008-09 and 2012-13, with Chinese students as a percentage of international students rising from 16% to 36% and as a percentage of total students rising from 2% to 6%.⁴ This increase has provided valuable tuition revenue and enriched our student body.

This demand from within the University is matched by a growing interest in graduates with China expertise by employers in the private, public, and non-profit. Many firms are looking for liberal arts graduates who have Chinese language skills, who are

³ Need data on number of researchers whose work focuses on China, includes China-based activities, and/or collaboration with Chinese scholars.

⁴ Until around 2009, the number of graduate students (PhDs and MAs) from China significantly exceeded undergraduates. In 2010 graduates numbered 202 and undergrads 267, 2011, graduates numbered 249 vs. 361 undergraduates, and 2012, graduates numbered 277 vs. 521 undergraduates (data for those enrolled in the fall semester). These totals do not include "unclassifieds" whose number has not exceeded 51 (Source: Emory Registrar; office of Dr. Philip Wainwright, Vice Provost for International Affairs).

well-versed in Chinese history, culture, politics and economics, *and* who are trained to think creatively, rigorously and flexibly.

The benefits of growing numbers of Chinese students, combined with the compelling need for indigenous expertise on contemporary China, have led a growing number of U.S. universities (e.g. Duke, NYU, Johns Hopkins, Yale) to strengthen their own teaching and scholarship and to go beyond simply accepting Chinese applicants by establishing satellite campuses or at least representative offices in China.

4. Finally, contributing to and resulting from China's growth is the country's commitment to developing truly world-class universities. We can expect Chinese scholars in areas such as the sciences, engineering and economics, as well as in Chinese culture, history and literature, to reach top levels of academic excellence. We can expect to start seeing Nobel prizes awarded to Chinese scientists in Chinese universities. Building on our ties with Chinese universities, such as Nanjing University (see below), Emory must strengthen our relationships with these institutions, their faculty and students.

C. Emory's Resources

1. **The good news** is that Emory can build on existing, albeit modest resources to respond to this demand.

The departments of History, Anthropology, Environmental Studies, Religion and (until this year), Music each has a faculty member actively engaged in teaching and conducting research on China. REALC (Russian and East Asian Languages and Cultures) has two tenure-stream China specialists in addition to three lecture-track language specialists. With current courses available in the College, Emory students can fulfill requirements for a Chinese Language and Literature major, Chinese Studies minor or an East Asian Studies minor or major.⁵ All of these programs involve language study and are inter-disciplinary; the Chinese major and minor involve more extensive language study (four years, for the major) and include four courses in the social sciences and humanities.⁶

The Carter Center's long-standing work on and in China is one of the more distinctive aspects of Emory's potential to expand China-related studies. The Center's China Program offers significant opportunities for Emory students to conduct China-related work, as well as for faculty research on and engagement with China.⁷

The Emory Library's China-related holdings (Chinese and English language) are reportedly quite extensive, including both humanities and social science materials, especially for a university that does not have a China or East Asian Studies Center. The East Asian collection is well funded by a Woodruff grant. In addition, there is a "Chinese

⁵ Technically, Opus lists the major as Chinese Language and Literature, and the minor as Chinese Studies. But like the EAS minor/major, this Chinese major/minor is highly interdisciplinary in its requirements

⁶ Specifically, the major requires four years of language training in addition to four content courses. Courses in political science also count towards the major/minor so the emphasis is not limited to history and humanities.

⁷ The Carter Center already hosts ## student interns for the China program and has planned a Conference on U.S.-China Relations (?) for November 2013.

Cultural Exploratorium” at the library, funded by the Confucius Institute, that serves the broader Atlanta community and language instruction at Emory itself. The Chinese/East Asian collection is led by a scholar enthusiastic about expanding the collection, integrating it with teaching and research, and participating in fundraising, including in the Atlanta Chinese community with which she is familiar.

China-related research and consulting by faculty in Emory's bio-medical units, including the School of Medicine, Rollins School of Public Health, the Law School and Goizueta Business School constitute an important source of information on and questions about China, as well as demand for broader China-related information. An important example of such engagement is the work Emory's Global Health Institute, led by Dr. Jeff Koplan, in China.

A grant from the Hanban/Confucius Institute Headquarters has allowed Emory to develop a partnership with Nanjing University (ranked consistently among China's top five universities). First launched in the College, that partnership --still housed in the College (REALC) but now administered through the Office of International Affairs (OIA)-- has the potential to generate significant scholarly cooperation between the two institutions.⁸ Indeed, as discussed later in this report and an appendix, there is strong interest in partnerships with Emory from Chinese institutions, interest that brings with it financial resources.

2. The bad news is that the resources listed above do not come close to meeting the needs of the relatively modest program we envision.

There are glaring gaps in our current disciplinary profile. Emory lacks faculty with expertise on the political economy of China. There is no tenure-line faculty regularly teaching about China in Political Science.⁹ There are no faculty with China-related expertise and/or teaching responsibilities in Sociology or Economics. And we have no historian of contemporary China.

Chinese language instruction is not yet on a firm footing: REALC's three permanent language instructors are insufficient to meet student demand from non-majors as well as majors. As a result, the department must rely heavily on external, soft money from the Chinese government (Hanban)¹⁰ to fund supplementary language instructors.¹¹

⁸ Emory has hosted four joint conferences and forums in the past five years, and more than two dozens of faculty visited each other's campus.

⁹ An adjunct, Prof. Mary Bullock, taught over-subscribed courses for several years but has moved on to Duke. Prof. Tom Remington, a Russia specialist with growing interest in China, has taught one course in Chinese Politics, as a Dr. Yawei Lliu, of the Carter Center.

¹⁰ Hanban, the Chinese National Office of Teaching Chinese as a Foreign Language, is governed by the Chinese Language Council International which is in turn led by an inter-ministerial group.

¹¹ The contribution of CI and Hanban to China studies at Emory actually has two components. First, Hanban funds REALC-based Chinese language teachers at Emory, as well as one instructor at Oxford. This funding covers salary, benefit and travel expenses of two-three language instructors. With only three regular, lecture-track language teachers, these Hanban-funded instructors are truly necessary for Emory to meet student language demand. Yet this funding is truly "soft:" it must be renewed annually and typically Hanban does not notify REALC of its decision until late June. Although cost-effective, the Hanban teachers program poses significant challenges for REALC logistically with visas and training, and makes course-planning and program development extremely difficult. Second, the CI and

There is no set of China-related courses available to students in the professional schools who can benefit from exposure to teaching on China.¹²

Despite its impressive holdings, the library's China/East Asia collection is handicapped by its lack of a discrete "East Asia" space, and by its lack of designation as an official East Asian Language collection. Such a designation would provide the basis for a higher national profile in the world of East Asian library collections, greater leverage in fundraising efforts, and consequently the ability to support an expanded program in Chinese studies..

Our undergraduate study abroad programs need to be supported and expanded.¹³ Typically around 15 students per year have taken advantage of Emory's summer study abroad program at Beijing Normal University.¹⁴ However, the most recent session of Emory's program was cancelled due to insufficient enrollment, reflecting in part the growth of less costly programs, as well as the expansion of Chinese government scholarships for students to attend China's own programs.¹⁵ This summer (2013) was the first time we didn't have enough students and it was partly due to several speech contest awards that allowed the winners to have a free one-week sightseeing trip to Nanjing in May. Five Emory students were among the winners and took the trip.

The addition of more China-related courses should substantially encourage more Emory students to do coursework in China. At the same time, we note that students who are more advanced in Chinese (who have studied in high school for instance) have had trouble getting Emory credit for doing advanced level Chinese study abroad, which

Hanban contribute between \$150,000 and \$200,000 annually to the Emory-CI program to establish Chinese language courses and Chinese cultural activities in the greater Atlanta community and public schools. CI funding also provides Emory faculty travel, supports scholarly conferences, funds REALC's peer-mentoring program in Chinese, and helps cover costs of a range of speakers and other activities at Emory. CI staff from Nanjing provide occasional instruction too for the College. Emory matches this funding with in-kind contributions.

¹² Note that Johns Hopkins has begun a China-STEM program for engineers and health sciences that includes an experiential research program (involving, e.g. factory visits). This requires advanced level Chinese and is funded in part by a grant from the Luce Foundation in collaboration with Hopkins' public health and engineering schools. (Phone interview with Dr. Kellee Tsai).

¹³ There seems to be some differences as to the seriousness of the impact on our study abroad programs of scholarships from China and the proliferation of programs much cheaper than Emory's. But all seem to agree that Emory will need to work agilely in support of programming in such an environment and expand its offerings to students abroad.

¹⁴ There are several Emory-approved programs in addition to Emory's summer program at Beijing Normal program. Until this year, for reasons noted above, numbers for this program compared favorably with other programs in East Asia that have a substantial language component.

¹⁵ It should be noted that there is some question as to the impact of Chinese government scholarships. One member noted that these did not affect our study abroad program as "we only made Chinese government scholarships available to graduating seniors for them to use the scholarships after they have completed their degree at Emory." Regardless, it is worth noting that students who attend Chinese, as opposed to Emory programs, must still go through CIPA to get credit, but in the view of some, the Chinese programs are most likely not as rigorous and substantive as Emory's.

basically dissuades them from pursuing advanced Chinese language study in China. This is a structural problem that we must address if we are serious about our commitment to China studies and expertise for our students.

D. Sequential Strategy

1. We recognize that strengthening the study of China at Emory cannot be done in one fell swoop. We thus propose an incremental approach that begins by focusing on expanding and deepening our China-related offerings for undergraduates that would build on the existing Chinese and East Asian Studies majors and minors. We also recognize that the specifics and sequential steps of such an approach require more discussion.
2. Our initial emphasis is on the undergraduate core, including faculty hires (see below). This focus should be accompanied by complementary measures to lay the groundwork for a graduate (Arts and Sciences) component and the involvement of the professional schools. Although the specific form of a graduate component, (e.g. graduate certificate, M.A., Ph.D.), as well as the timing of efforts to develop such components, require further discussion, it is important to keep the potential for graduate programming in mind as we look ahead.¹⁶ Complementing such efforts should be measures to support faculty scholarship on China. This might involve plans for a rotating (2-year) thematic focus, involving support for a (possibly cross-disciplinary) conference/workshop, two post-doctoral fellows, and teaching development, based on the scholarly interests of a cluster of faculty and stimulating comparative and interdisciplinary examination of China.
3. Other short-term initiatives might include program development.¹⁷ One possibility, in line with the previous paragraph, is a workshop/conference that furthers the research and teaching of a particular faculty member (or members). Examples might include "military modernization in historical and regional perspective," "media: reform and commercialization," "tourism: leisure, culture, and consumption," or "labor, education and training." Another initiative might be a workshop on a broad topic designed to attract interest from across the University, including the professional schools, to develop links with other area universities, and to provide a broad public face for the program. An example might be a one-day workshop on "balancing economic growth with public health: the challenges of smoking reduction in China."¹⁸ These initiatives can also contribute to the expansion and systematization of Emory faculty engagement with Chinese universities.
4. Finally, engagement with Chinese universities can accelerate the development of an undergraduate core while building a graduate component. The potential for partnerships

¹⁶ See attached draft summary of existing models at Emory.

¹⁷Note that in 2012-13, Emory was one of four Atlanta-area universities to host a Chinese independent film screening series (organized by a professor at GA Tech).

¹⁸ This follows UC Berkeley's initiation of its focus on China with a conference on "China's Environment: What Do We Know and How Do We know it?" in Dec. 2007. The program attracted 400 people from across the university and really helped launch the program (interview with Prof. Tom Gold).

and joint program development, along with appropriate financial support, was highly evident to members of the Emory delegation that visited China this past July. Details of the trip and related recommendations are found in Section H of this report.

E. Faculty Positions and Student Programs

1. To build a strong program, we seek to hire five new, tenure-line faculty whose primary research interests and teaching expertise involve China. At this point, we anticipate aiming to hire two faculty in Chinese cultural studies (to be coordinated with REALC and in fields such as art history),¹⁹ one historian of contemporary China, and two faculty with expertise in political economy to be hired in political science, economics, and/or sociology. We will also seek extra funding for a high-profile China scholar, perhaps to be hired on a rotating basis. The hiring of new faculty should not detract from the activities of existing faculty whose teaching and research touches peripherally on China. But our emphasis in this hiring is on China specialists - scholar/teachers with deep, specialized expertise in China and a willingness to engage in comparative activities.

2. Because financing for new tenure-line positions will require a significant fund-raising effort, these positions will take some time to be filled. As such, a useful short-term initiative might be hiring two post-doctoral students. By helping to expand course offerings at the undergraduate level, the post-docs can both meet and stimulate student demand. By helping to expand grad courses, the post-docs can also contribute to the more rapid development of a graduate certificate program that will draw on the professional schools as well as the College. Such graduate-level activities can in turn help to develop Emory's ties with Chinese universities (see below). And finally, Emory's willingness to fund these post-docs constitutes a signal to potential funders of our commitment to a strengthened China studies program.

3. This proposed tenure-line hiring is to be based not on the needs of a particular department but rather on the overall goal of strengthening the study of China at Emory. As such, the hiring of new China faculty will require new, outside funding; our understanding is that it will not come at the expense of a department's pre-existing requests for positions. Further, the hiring of new China faculty will be undertaken in consultation with the relevant units in order to ensure complementarity within and across departments and programs.

4. The strengthening of our undergraduate core must include an expansion of opportunities for China-related internships and study abroad. (See below on the question of concentrating vs. diversifying the institutional locus of such opportunities).

¹⁹ This prioritizing of tenure-line positions in cultural studies reflects a) the availability, at least in the short-medium term, of external funds for language instructors, and b) the small number (2) of tenure-line faculty in REALC. It is thus a question of sequence and does not detract from the inherent fragility of reliance on external funds for language instruction.

F. Fundraising and Branding

1. The strengthening of China studies at Emory requires new funding. As noted above, China-related activities at Emory depend to a significant degree on external, soft money - - from China's Confucius Institute Headquarters and its parent Hanban. Emory appreciates and benefits from this support, and the Committee looks forward to expanding cooperation with the Hanban.. But to date, the Hanban partnership for coursework is limited to temporary language instruction; it does not relieve us of the urgent need to build strength with tenure-stream hires. In the interests of autonomy, sustainability, and robust development, the core funding for China Studies at Emory must reflect a commitment by the University itself.

2. This requires the faculty and administration to work closely with the University Development office to obtain funding from a wide range of sources. Two factors seem necessary to such fundraising.²⁰

a. First, we need to develop and present a compelling vision of the Emory program. Discussions with Dean Forman and members of the Development Office conveyed two overall messages. One was the benefit of breadth, allowing broad flexibility as well as input by faculty, donors and others. The other was that foundations and corporate funders tended to prefer specific themes and/or focus on solving specific problems. The Dean suggested that many Asian studies programs began with some sort of anchor contribution inspired by a desire to address a particular issue. **Regardless of the final balance, it needs to be anchored in an explicit assessment of what Emory, given our particular resources and competencies, can bring to the study of China.**

b. Second, Emory needs to demonstrate its commitment to building China studies to funders (as well as its own faculty, both present and potential recruits). That might mean funding an initial conference that pulls together various stakeholders. It may also mean funding for post-docs (noted above) as well as coordinating new positions across disciplinary boundaries.

5. In light of this input and through discussions among committee members, we propose a two-level approach to labeling or branding the program.

At the broadest level, we advocate naming the program something along the lines of "China Studies at Emory" or "Emory China Studies," perhaps, as suggested by the Dean, with a subtitle along the lines of "China in Transition."

Within that broad "roof," we propose identifying specific "columns" that would allow us the flexibility of identifying areas of concentration that can draw on resources,

²⁰ I have expanded and restructured this discussion based in part on Philip Wainright's comment: "Looking at this as a business case, I do think a more developed articulation of Emory's specific goals and more developed indication of program design would better justify the investment that is envisioned in the document."

expertise, and interests specific to Emory. Some possibilities discussed by the committee are:²¹

- "Popular and 'Unpopular' " (or "Official and Unofficial) Culture in China;
- "Balancing Economic Growth and Social Development;"
- "Marketing and Consumption in the Dynamic Chinese Market"
- "Governance in a Transition Economy"
- "A Rising Power in Historical Perspective"

G. Emory-China Partnerships²²

1. From July 16-20, 2013, a delegation from Emory visited Beijing, Nanjing and Shanghai to discuss program development with the Hanban/Confucius Institute Headquarters to explore partnerships with Chinese universities. The delegation visited Beijing Normal University (BNU), Nanjing University, and Shanghai Jiao Tong University (SJTU).

2. Each of these universities expressed significant enthusiasm for (and willingness to commit resources to) broader and deeper cooperation with Emory. As discussed above, our initial belief is that while we should build on the deep and extensive relationship with Nanjing, we should pursue links with other institutions in ways consistent with the interest and resources of faculty, departments and programs.

a. BNU is eager to broaden its relations with Emory and be "our home in China." They have set a target on the numbers of students studying abroad and they are very interested in expanding the capacity of students that can study abroad. This can be for short periods (summer) or long periods (1 year). Sally Gouzoules will travel to Beijing in October and will follow up on relevant areas of interest. There is promise in an exchange in the summer as Emory already has a summer study abroad program in Beijing at BNU. If BNU wanted to send students to Emory it could come with financial benefit for CIPA. BNU is interested in working with Emory's School of Law on training programs and degrees (LLM and MCL). The Law School is in contact with them to discuss this further. Other areas of discussion included cooperation on studying Russia and hard sciences. These discussions were very brief and surface level discussion. Finally, a relationship with BNU might include joint degree programs, as well as less institutionalized research collaboration.

b, SJTU is a partner with Emory's School of Law and School of Medicine. The meeting discussed the status of existing cooperation while also exploring potential new

²¹ In discussing these alternatives, it is useful to be explicit about criteria. These would include, among others: makes Emory distinctive; elicits faculty interest and excitement; builds on Emory's particular resources and competencies; attracts donors, students/parents; provides flexibility and encourage ongoing focus on the future; encourages comparative scholarship and teaching; ensures the study of contemporary China in light of its past

²² This is a highly condensed summary of discussions with and written notes from the four members of the delegation, Cai Rong, Philip Wainwright, Tom Remington, and Evan Goldberg.

areas: a Summer Semester during which Emory faculty could teach at SJTU; an MCL Degree with the Law School; and more student exchanges. SJTU is a highly recognized institution and while the meeting merely explored the topics below, there is potential to cooperate in a number of fields including having Emory faculty visit Shanghai for 1-2 months to teach in the summer. This exposure to China could help build Emory's strengths in the study of modern China.

3. The case for prioritizing a partnership with Nanjing rests on several considerations.

a. Thanks to the efforts of Holli Semetko and Cai Rong (working with the Confucius Institute) over the past couple of years, Emory has strong ties to the institution.

b. Related, Emory and Nanjing have already begun to explore joint programs in law and biomedical engineering. With regards to the latter, Xuming Nie, the Wallace H. Coulter Distinguished Chair Professor in Biomedical Engineering at Emory and Georgia Tech, has just been appointed as the international Dean at Nanjing's new School of Engineering and Applied Sciences. Dr. Nie's eagerness to use Nanjing's resources to attract foreign knowledge is, in the words of the delegation's report, "a unique opportunity for Emory and could lead to cooperation in a variety of ways."

c. Nanjing has an "institute for advanced studies," somewhat similar to Emory's ILA. This institute has a number of thematic interests that are already facilitating collaborations with foreign universities (e.g. programs in gender studies with Brown University and in international affairs with Johns Hopkins). Collaboration with Nanjing, possibly through the institute, offers a number of collaborate activities that would not only benefit Emory students and faculty but also serve to facilitate the goals of the Emory China Committee as described in this report:

Focal Point Conference: Joint interdisciplinary conference with Nanjing in Spring 2014 focused on a theme of interest to both institutions. A good possibility, already discussed in the Committee, is Tobacco.

Exploring Faculty Collaboration - Curriculum Development and Research: Faculty visit to Nanjing in Summer 2014 to identify connections in specific fields. This could be preceded by a solicitation of faculty at Emory and Nanjing for interest in exchanges and joint curriculum development. Curriculum development merits special note: It is relatively low cost; it has significant benefits for teaching at both institutions; and it has the potential to spin off collaborative research.

Planning Meeting for "Conference on Comparative Social Development": Conference is planned for 2015.

Short-Term Visits: The above could facilitate Emory grad students spending a year in China doing dissertation research, or Emory faculty members coming for shorter stays, to lecture, to teach, to do research, or to work with Nanjing faculty in developing joint courses. Nanjing seemed eager to have Emory faculty come for short

periods, e.g. 1-3 weeks, to lecture. The period after Emory's graduation in mid-May and before their spring semester ends in July might be ideal for such a visit.

4. This partnership could contribute to one of the proposed graduate components in Chinese studies discussed by the Committee - namely, an Emory **graduate / professional certificate program**.

a. Such a program could offer (in fact, require) an extended stay in China, eg a summer or a semester, as part of a program of course work and language study. Such a stay could emphasize study, research, or practicum, or combine these. The presumption is that all the expenses, once the person is in China, would be paid for by the Chinese side, ie Hanban, through the Confucius Institute partnership with Nanjing.

b. The certificate has the significant benefit of serving and building interest from across Emory. It could serve PhD students in a number of disciplines if they have an interest in China as part of their research interest, or even if China is not their primary focus. Someone in a field such as environmental policy might want to gain additional expertise on China as part of their teaching and research interests. Likewise, the certificate could serve professional schools students (law, business, public health, perhaps nursing, theology, medicine), who would spend a summer in China studying language and doing an internship or taking content courses.

c. To make this a two-way exchange, Emory could have Chinese graduate and professional students in our masters-level and PhD programs, as well as graduate students studying independently at Emory with funding from the China Scholarship Council that enables many Chinese scholars to come for one year to an American university, all expenses paid. Emory, perhaps through the Halle Institute, could be the point of contact for such scholars to find appropriate placements at Emory.

d. The certificate has lower start-up costs than an M.A. in Chinese Studies, but can lay the groundwork for such a program by demonstrating "proof of concept" and thereby help to generate outside funding. Nevertheless, there would be up-front costs in launching a certificate. For it to have any credibility, it requires an adequate array of graduate-level courses, and staffing such courses, at least for an initial couple of years, will require the hiring of at least one, if not two, post-docs as we move to expand our tenure lines as proposed elsewhere in this report. It would also require additional administrative support, perhaps from the unit coordinating the overall China studies effort named by the Deans.

H. Opportunities, Next Steps, Challenges

1. Emory's small core of China specialists have accomplished much, but the need for a much-strengthened China studies program at Emory is clear and compelling. Anyone skeptical as to the necessity of such a program need only look at the China initiatives of

other top-tier American universities. Rather than simply copying others, however, we should begin by developing a solid undergraduate core that draws in the professional schools and expands to graduate training. Only by developing and expanding our research and teaching (including comparative and transnational work), and increasing opportunities for faculty and students to collaborate/organize workshops/events, can we even begin crafting a sense of the particular contribution Emory (as an institution) can make to China studies

2. Implementing this effort will require a **leadership / coordination unit (“China Studies Coordinating Committee”?)**. The proposal involves several stages, and deciding on priorities and sequencing will be important. In light of the challenges, we believe that such a body should be collaborative but free standing, i.e. separate from, for example, the administration of the Chinese Studies Major. A number of different organizational models exist, such as an institute, research center, faculty council, or steering committee.-At this point, we have no particular format in mind. But the unit should obviously involve key stakeholders, operate in coordination with the Administration, be led by someone who has the time (i.e. course release) to focus on the task, and have the flexibility to evolve with the accumulation of resources and development of the program.

2. The unit will also have to address a number of **broad, outstanding issues** which the committee discussed but opted to table. These questions are important and require reconciling the interests of numerous bodies within the University.

a. What should be the **institutional form** of a strengthened China studies program at Emory? Emory has a number of institutional models, including full-fledged departments (e.g. history), department-like programs (e.g. African-American Studies), department/programs (Comp Lit), programs (TAM Institute of Jewish Studies), and undergraduate majors (linguistics). Should there be some sort of planned evolution of this effort? What should be the relationship between the broader China studies effort and the existing Chinese and East Asian Studies majors/minors? How should this effort be "governed," and what should be the role of REALC and EAS-- the department and program administering existing interdisciplinary majors/minors with China focus-- have in such governance?²³

b. What should be the **nature of graduate training** we aim to develop? The committee had extensive discussions but did not reach consensus on the relative benefits of building concentrations within existing graduate programs, a 5-year BA/MA, or devising a new graduate certificate program, M.A., or a stand-alone Ph.D. A related issue involves the **speed of expansion to graduate programs**. Some members wanted to move quickly, others preferred a more gradual expansion (3 years) that would begin by ensuring the vitality of the undergraduate core and to explore the resource implications of different alternatives. But even those who preferred a more gradual pace espoused initial measures to lay the groundwork for graduate training. As will be seen in the following

²³ Note that REALC is a department with multiple programs,

section, our decision as to graduate training will probably be influenced by the opportunities offered by partnerships with Chinese universities.

c. How should Emory manage its **relationship with the Dalai Lama and Tibet** in the context of efforts to strengthen its study of China? The committee obviously cannot resolve this question, but a couple of points seem clear: Our relationship with Tibet and the Dalai Lama is a unique and valuable asset for the university. Our ability to sustain that relationship while deepening our engagement with China requires us to have a more comprehensive understanding of China itself, a deeper engagement with it at multiple levels, and a more coordinated approach to China on the Tibet issue. Such an approach would involve timely communication with the Chinese and an emphasis on our efforts to expand and to deepen our engagement with China.²⁴

d. What is the optimal **focus of a strategy with regard to developing relationships with Chinese universities?** How do we allocate our resources among diverse, potential institutional partners? The committee's general feeling is that partnerships with Chinese universities are an important mechanism to help accelerate the implementation of a China Studies program at Emory. As such, our optimal strategy is to focus on the partnerships that make sense for Emory, and there are probably a limited number of institutions where this is possible. Our specific connection to Nanjing University is clearly a promising opportunity and an example of a strong existing partner with interest and support for deepening the relationship. So we might prioritize our relationship with Nanda but continue to explore and nurture relationships with other institutions, especially as initiated by individual faculty members, departments and programs.

e. What should be the **optimal balance between the need for breadth in our China-related faculty vs. the benefits of clusters**, especially in the context of proposed thematic concentrations ("columns") within the broader program of China Studies?

3. The leadership/coordination unit needs to address **more immediate issues in a combined fundraising, faculty, and program development effort:** Specific steps include:

- a. drafting overall vision of an Emory Program in Chinese Studies based on the "roof and columns" architecture presented earlier;
- b. planning for specific short-, medium- and long-term activities beginning perhaps, with an as an inter-disciplinary conference on tobacco designed to advertise the

²⁴ One committee member offered the following reactions to this last sentence: "My position is still that we (meaning Emory) would be best positioned by simply not trying to articulate a position (or even articulate our lack of a position). I think this sentence could be deleted to no negative effect." Another member took a different position: "I suggest adding an explicit statement that we need to both recognize Chinese sensitivities on this topic and take steps that we respect these concerns. All our marketing for the Dalai Lama's visits should be scrutinized with such sensitivity considered." My (Rick) view follows the latter and is predicated in part on the assumption that the lack of an explicit position and strategy will leave us open to unfavorable views by the Chinese and, inevitably, *ad hoc*, uncoordinated, reactive measures.

program to funders, to engage students, faculty and community members, and to implement collaboration with counterparts from China.

- c. deciding on the advisability and functions of hiring post-docs
- c. drafting job descriptions for new faculty positions in consultation with department chairs and program directors.
- d. designing a fund raising plan in collaboration with the Development Office, to include a multi-stage strategy for identifying and contacting potential funders.

4. Success in addressing both immediate and longer-term tasks will require taking into consideration a number of financial and institutional issues:

- a. Resources - especially course reduction(s) – should be allocated to those charged with developing and implementing this strategy.
- b. The University will need to demonstrate its commitment to outside funders with some initial faculty/post-doc and program funding.
- c. Decisions will be required as to partnerships with Chinese universities. We will need to balance a healthy breadth of relationships and initiatives with a degree of concentration that permits us to maximize opportunities (e.g. through economies of scale and scope).
- d. Similarly, coordinating and consolidating Emory's own diverse China-related activities will be required, or at least an explicit decision as to how much consolidation is advisable and feasible.
- e. Chinese funding for two-way partnerships can enhance and accelerate the development of Emory's China Studies program. At the same time, we need to ensure that the program, including the curriculum, is not contingent on Chinese funding.
- e. Decisions regarding the allocation of tenure line positions will be required to balance breadth of coverage with the scholarly and resource benefits of promoting thematic clusters.