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American Studies in China

**Report of a Delegation Visit
October 1984**

Committee on Scholarly Communication with the People's Republic of China

**American Council of Learned Societies
National Research Council/National Academy of Sciences
Social Science Research Council**

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The views expressed in this report are those of the American Studies Delegation members. They are in no way the official views of the Committee on Scholarly Communication with the People's Republic of China or its three sponsoring organizations.

The project that is the subject of this report was approved by the Governing Board of the National Research Council, whose members are drawn from the councils of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine. The report has been reviewed by a group other than the authors according to procedures approved by a Report Review Committee consisting of members of the National Academy of Sciences, the National Academy of Engineering, and Institute of Medicine.

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We would also like to thank the sponsors of our visit, the USIA and its program officer in Washington, D.C., Louise Crane, as well as the U.S. Embassy officials in the Press and Cultural Section in Beijing: Lynn Noah, Leon Slawewski, and Karl Olsson. Without their assistance, our trip would not have been such a successful experience.

Finally we would like to acknowledge the excellent reports commissioned by USIA on American history and literature, government and law, and economics, which provided much valuable information in helping us select our itinerary.* We are looking forward to the report on American history in China, written by John Moore, a Fulbright professor in the Shanghai Foreign Languages Institute. We hope that our report will be read in conjunction with these USIA reports to provide up-to-date information on the state of American studies in China today.

*The USIA reports are The State of American History and Literature Studies in the People's Republic of China, by John J. Deeney (1982), The State of American Government and Law Studies in the People's Republic of China, by Michael L. Baron (1982), and The State of American Economic Studies in the People's Republic of China, by Teh-wei Hu (1984). All are available from the Office of Research, U.S. Information Agency, Washington, D.C. 20547.

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PREFACE

This is a report of the American Studies Delegation to China, which was sponsored by the Committee on Scholarly Communication with the People's Republic of China (CSCPRC). The CSCPRC is sponsored jointly by the American Council of Learned Societies, the National Academy of Sciences, and the Social Science Research Council. The Committee has been administering an exchange program with China since 1972, shortly after the signing of the Shanghai Communiqué. Throughout the 1970s, in the period prior to normalization of relations between the United States and China, the CSCPRC was the leading national organization for academic exchanges with China. Since normalization in 1979 the Committee has been organizing programs for American research scholars and advanced graduate students in China, an exchange of scholars for short-term lecture and research visits, and yearly bilateral conferences in the natural sciences, technology, social sciences, and humanities.

The CSCPRC American Studies Delegation visited China from October 11 to November 2, 1984. The 14-member group was hosted by the Ministry of Education and by the major universities in each of six cities: Beijing, Tianjin, Jinan, Nanjing, Wuhan, and Shanghai. During the three-week visit the delegation was joined for parts of the trip by Lynn Noah, Counselor for Press and Cultural Affairs, and Karl Olsson, Cultural Affairs Officer, U.S. Embassy, Beijing. The visit was supported by a grant from the U.S. Information Agency (USIA) under the authority of the Fulbright-Hays Act of 1961 and was the second activity in American studies conducted by the CSCPRC. The first was a Conference on Trends in American Studies in June 1983, which was designed primarily for Chinese students and scholars in the United States for long-term study or research.

Among the 10 members of the American Studies Delegation were specialists in American history, foreign relations, government, and literature. In addition there was a scholar specializing in Chinese

politics, an interpreter, and a CSCPRC staff member. The delegation was accompanied throughout the trip by a staff person from the Bureau of Foreign Affairs of the Ministry of Education, Mr. Cao Siping. In Beijing, Mr. Li Yuanchao, assistant professor in the International Politics Department of Peking University, made all arrangements and stayed with the group for six days. In other cities the Foreign Affairs Offices of the host universities made local arrangements and sometimes provided local escorts to assist Mr. Cao.

Several months prior to the visit, letters were sent by the delegation chairman, John William Ward, president of the American Council of Learned Societies, to the Ministry of Education and six university presidents and several scholars at the universities alerting them to our visit. The delegation members offered to present lectures and English and Chinese abstracts of the lectures were sent in advance. Several presidents and scholars replied, welcoming the delegation and expressing interest in the lectures.

Detailed itinerary requests were also sent well in advance to the Ministry of Education. Six cities were selected because each contained a major university with a program in American history and/or literature. Reports from earlier visitors had indicated that Peking, Nankai, Shandong, Nanjing, Wuhan, and Fudan universities were the leading institutions of higher education with teaching and research programs in American studies. Visiting six cities in three weeks and adhering to a rigorous schedule of lectures and discussion sessions was appropriate for an interdisciplinary delegation of Americanists, but in the future individual visitors, both for long-term and short-term stays, and group projects, such as seminars, workshops, or conferences on specific topics are the recommended forms of exchange.

The purposes of the visit were to meet Chinese students and scholars in American studies, ascertain the status of their programs, and discuss ways of assisting them in the future development of their resources and building collaborative ties between Chinese and American scholars. The delegation presented books to each of the six host universities as a symbol of this commitment to develop resources. The delegation did not journey to China with preconceived ideas about the best ways to strengthen the study of the United States in Chinese universities and research institutes but chose rather to have informal discussions along the way, listening to the ideas from the Chinese students and scholars themselves. The report that follows contains recommendations developed by the delegation following their return. These recommendations should be regarded as complementary to and are frequently related to the Fulbright Program for China.

INTRODUCTION

The American Studies Delegation was the first comprehensive delegation across the several fields of American history, literature, politics, and culture sent to China by the Committee on Scholarly Communication with the People's Republic of China (CSCPRC). The delegation was in China almost one month, visiting key universities and research institutes in six cities. This report summarizes the state of American studies as discovered by the delegation and offers recommendations for the development of the field there.

The delegation's primary conclusions are summarized as follows:

- In China, there is no concept of "American studies" as an interdisciplinary course of study.
- In the six key universities visited, the study of the United States is undertaken within traditional courses or disciplines. For example, American history is studied as part of world history, American literature as part of world literature, and the history of American foreign relations as part of courses on international politics, economics, or law.
- "American studies centers," such as those at Peking and Fudan universities, are loose organizations of faculty and graduate students. Their primary purposes are to promote exchanges both within China and with American universities. Each of these centers will build upon the indigenous strength of its own university. Thus, while Peking University has strong programs in history as well as international politics and law, Fudan University is better known primarily for its strong international politics department.
- The Nanjing Center for Chinese and American Studies is somewhat different, for it is a joint enterprise with Johns Hopkins University. It will present an interdisciplinary program

for graduate study in American studies for Chinese students and Chinese studies for American students. Ground was broken in September 1984 for the building and the first class will be enrolled in September 1986.

- In all universities, books and other material resources are lacking. These include textbooks, books for further reading, journals, and documentary collections.
- Libraries have different policies for access, but for the most part, university departmental libraries are restricted to faculty in that department and to their graduate students. University students and faculty rarely have access to the libraries of government research institutes, such as the institutes of the Chinese Academy of Social Sciences or the Ministry of Foreign Affairs.
- There are three generations of teachers of American studies: the first is the group trained in the West before 1949; the second is the group trained in China or the Soviet Union in the 1950s and early 1960s (some of them were originally trained as Soviet specialists but have switched to American studies since 1979); and the third is the younger generation who graduated from Chinese universities or foreign language institutes in the 1970s and who have studied in the United States for one year or more since 1979.
- Faculty in all the universities visited described plans to send their best graduate students to the United States for M.A. or Ph.D. work.
- Americans are needed to lecture or teach both in short courses and in long-term (one year) courses. In the Fulbright Program, which sends Americans to China to teach for one year, the number of Americans is being increased each year. However, there is still a need for American lecturers who cannot undertake a year of teaching to spend one to three months working with Chinese faculty and graduate students.
- The delegation recommends that American resources be devoted to upgrading the American studies programs in the key universities and foreign languages institutes in China, rather than the government research institutes. Scholars from those institutes should be invited to participate in conferences or workshops, however, and communication with them should be maintained.
- There should also be concern about the quality of teaching on the United States in the normal universities in China, for it is there that the middle school teachers receive their training.
- Although the delegation did not specifically address the question of the quantity or quality of translations now

underway on American history, politics, literature, etc., it is important to recognize that many scholars, Chinese and American, are concerned about this issue. There is an enormous amount of translation going on, both in scholarly circles and for the general public, of books on America. The delegation hopes that attention will continue to be paid to this problem.

With these observations in mind, the delegation presents its findings in this report to the American and Chinese academic communities interested in the development of American studies in China. Following is a brief comment about the state of American studies in China as a prelude to some specific recommendations for future exchange programs.

A. THE STATE OF AMERICAN STUDIES IN CHINA

On Sunday, October 21, while the delegation was in China, Xinhua News Agency published the full text of the "Decision of the Central Committee of the Communist Party of China on Reform of the Economic Structure" adopted by the 12th Central Committee of the Communist Party of China at its Third Plenary Session, October 20, 1984. That important document extended the policy of reform from the rural and agricultural areas of China to urban and industrial centers. It stated: "Reform is a prerequisite for the growth of the urban economy. The cities are economic, political, scientific, technological, cultural, and educational centers where modern industry and members of the working class are concentrated, and they play the leading role in socialist modernization."

The interest of Chinese students and scholars in the United States has many roots but must be understood mostly in the context of China's opening itself to the outside world in a drive to modernize a rural, peasant society into a national, industrial society of self-sustaining economic growth. "A correct approach toward foreign experience," the Central Committee stated, was "...that we must emancipate our minds more." Or, as put more bluntly and directly, "National seclusion cannot lead to modernization."

The development of the study of the United States in Chinese universities is a small and minor part in the economic and social transformation of a nation of a billion people, one quarter of the world's population. With the demands of modernization, there is an understandable and overwhelming concentration on science, technology, and management in the education of the oncoming generation of Chinese students. Furthermore, as China opens itself to the rest of the world, there is a pervasive and strong emphasis on the present and on matters of policy in all areas of education. Nevertheless, although the study of the United States may seem relatively minor, the members of the delegation believe strongly in its importance in China today. The People's Republic of China may not yet have a fully developed and

seasoned research community of scholars on the United States, but the Chinese have an astonishing and avid interest in every aspect of American life.

In the United States, "American studies" refers to an interdisciplinary enterprise with faculty drawn from traditional departments in a cooperative exploration of themes or periods in the American experience. American studies is not a discipline. It is an approach which, as the movement matured, was greatly influenced by cultural anthropology. Attention focused on American culture and the values which define the culture. That emphasis on values came to be challenged by a renewed interest in social history which raised questions about the relation of American values to the structure of society. Whatever the changes in emphasis have been, however, American studies is essentially a point of view which insists that the meaning of an action or a text cannot be wholly understood by the techniques of a single academic discipline, but must be understood also in relation to other actions and texts in the context of its moment in time.

In China, however, with a few notable exceptions, the interdisciplinary sense of American studies which takes American culture as its subject does not exist. Where it does, it is largely an ideal to be realized sometime in the future. In China, American studies generally means American subject matter -- the study of the United States under the conventional rubrics of history, literature, economics, politics, and international affairs. Even there, American subjects are usually a subset of larger configurations, so that American history is taught as part of world history, American literature as part of world literature, and economics, politics, and international affairs as part of courses with an international theme.

Obviously the development of the study of the United States in China will build upon the institutional organization of teaching and research in the universities, foreign language institutes, research institutes, and other institutions of higher education (see the following two chapters). It will also develop in response to Chinese intellectual, social, and political circumstances. Yet more than a definition of a field of study is involved. If it were only that, then the different understandings of the meaning of American studies could be quickly set aside, perhaps not even be mentioned. The question of how the study of the United States might develop in China involves difficult questions such as the relation between Chinese universities and government research institutes, the relation between departments and their faculties within universities, the development and placement of library resources, the selection of American universities where Chinese graduate students might best study, the selection of American scholars to lecture and teach in China, and the nature of conferences and themes for symposia among scholars drawn from the two countries. These questions are addressed in this report and several recommendations are made. As scholars in the United

States work with their Chinese colleagues to develop the study of the United States in China, both sides will have to be self-conscious of the different meanings of American studies to work toward a common goal.

To speak of two sides, however, is simplistic. A remarkable number of bilateral and multilateral agreements have been concluded between universities, research institutes, and other institutions in China and the United States. The multiplicity of formal and informal networks of exchange and support is a measure of the rapid intellectual opening of China to the world. In even one field, American studies, there can be no single plan of development, nor should there be. There is a need, however, for monitoring developments so that efforts will not be duplicated. This is also addressed in the delegation's recommendations.

In summary, while American studies as understood in this country does not yet exist in China, interest in cultural -- as opposed to strictly literary or historical -- study of the United States does exist, especially among the younger faculty and graduate students. It is vital to recognize this interest and the enthusiasm with which it is often expressed as a basis for expanding the study of American history or literature into the study of American culture.

On the whole the absence of comprehensive American studies in China reflects a structural more than a conceptual problem for, judging by the experiences of the delegation, the concept of cultural studies exists. Another motivating factor may be China's economic reforms which also open the door to the study of American culture as an expression of American society, history, and economy. The time seems opportune for the development of a number of programs which will enhance the study of the United States in China. Following are recommendations to stimulate such development.

B. RECOMMENDATIONS FOR FUTURE DEVELOPMENT

The recommendations presented here are intended to offer a range of programs for the development of American studies in China. Some may be within the purview of the Committee on Scholarly Communication with the People's Republic of China, which is sponsored by the American Council of Learned Societies, the National Academy of Sciences, and the Social Science Research Council, while others are more relevant for professional associations, foundations, and the U.S. government. It must be stressed that these recommendations necessarily should be implemented in a gradual manner, step by step, in response to and in consultation with Chinese scholars.

Library Development

In China one great obstacle to the study of the United States is the lamentable state of libraries. Without books, all the desire and energy which so impressed the members of the delegation will come to nothing. No Chinese university for some years to come will build an adequate library for teaching and research on the United States. The problem is so great that one must be prudent and not arouse great expectations in trying to solve it. Great as it is, however, the problem is crucial.

Recommendations

1. Scholars in the United States should create a bibliography of important primary and secondary works in American studies of approximately 4,000 volumes. It should comprise a basic, core collection upon which the Chinese may build. The American Studies Association could assist in the creation of such a bibliography.

2. In addition to a bibliography, an actual collection of these 4,000 volumes should be donated to one or more Chinese universities with programs in American studies. Funding should be sought from government and private sources in the United States to underwrite the costs of such libraries and discussions held with officials in the Ministry of Education to determine the recipients of the books.

Development of a Research Community

Books may be golden but they have no value unless they are read, and the better the reader the greater the value. Resources for scholarship on the United States in China are material and human. The two exist in a symbiotic relationship. Equally important as good library resources is the development of a research community in China which would become professionally self-sustaining through teaching and scholarship. That is the long-range goal for American studies in China. It may be reached by a number of steps.

A first step is the provision of fellowship support for Chinese graduate students on American studies in the United States. The first priority in fellowship and exchange programs should be the oncoming generation of young graduate students, a view that is also consonant with the domestic policies of the Chinese government across all sectors of Chinese society. The delegation puts this recommendation on a par with the creation of library resources in China, but is not competent to design a fellowship program, only to recommend its creation. American universities, foundations, government agencies, and all organizations interested in Chinese-American relations and the study of the United States by foreign scholars are urged to give the

highest priority to fellowship opportunities for Chinese graduate students in American studies.

The members of the delegation share an unease, however, about the appropriateness of American graduate training, with its emphasis on research seminars and advanced specialization which may be suitable for American graduate students but not for Chinese graduate students.

Recommendation

The American Studies Association should be asked to convene a group of chairmen of graduate programs in American studies to determine the feasibility of establishing programs for foreign graduate students (not restricted to Chinese graduate students) which would (a) offer a core curriculum in American studies as a preliminary year to graduate training in traditional disciplines, or (b) offer a one year "certificate" in American studies for foreign students who would benefit from a year in the United States without pursuing a degree.

Study Opportunities for Chinese Scholars in the United States

The emphasis on the younger generation should not exclude provision for mature Chinese scholars who study the United States. The Fulbright Program, described in a following chapter, is the major provider of senior fellowships for Chinese scholars on the United States. There are also several opportunities through the pairing of "sister" universities in China and the United States. The need is greater than these opportunities, however.

Recommendation

The American Council of Learned Societies (ACLS) should add a China Program to its American Studies Program which brings senior foreign scholars to the United States for a year of research on some aspect of American civilization.

Study Opportunities for American Scholars in China

A most important dimension to the development of American studies in China is the presence of American scholars in China for long- and short-term visits. The Fulbright Program, again, is the major vehicle for long-term visits, for it brings American university teachers to lecture in Chinese universities for one-year tenures. Members of the delegation were unanimous in their enthusiasm for and endorsement of the Fulbright Program in China, which is devoted entirely to American studies. Believing that the program may be strengthened, and that the

responsibility lies not only with USIA but also with the American academic community, the delegation makes the following recommendations.

Recommendations

1. The appropriate learned societies of the ACLS, especially the American Studies Association, and the Council for International Exchange of Scholars (CIES), which administers Fulbright exchanges, should make a concerted effort to increase awareness of opportunities among the American academic community to teach American studies in China.

2. The CIES should broaden the pool of people considered qualified to teach American studies in China, especially among (a) independent scholars, (b) recent Ph.D.'s who do not have an institutional affiliation, and (c) senior, retired faculty who have the interest and the energy to undertake a year of teaching in China.

3. The Fulbright Program should consider more flexible terms to allow for short- as well as long-term visits. Senior faculty can rarely afford the time for a year's appointment, but a well-planned shorter stay can provide enormous benefit for Chinese universities. Short-term visits of one to three months have been administered by the CSCPRC for several years as a successful means of increasing communication between American and Chinese scholars.

4. The USIA should consider increasing the stipend for Fulbright programs generally, not just for China, because most Fulbright scholars experience a financial sacrifice to accept an appointment.

Development of an American Studies Community

Books, graduate training, research fellowships, scholarly exchange -- all are building blocks for the development of a community of scholars in China in American studies. There is a number of other modest but concrete steps to enhance development. Each of the recommendations that follow has intrinsic worth and, when taken together, would go far toward fostering a sense of collegiality in China among students, teachers, and research scholars on the United States and between American and Chinese faculty in the field of American studies.

Recommendations

1. Each summer there should be a six-week seminar on

American studies at Peking University or other such leading educational institution. The seminar might be modeled after the Kyoto American Studies Summer Seminar. Its purpose would be to bring together Chinese faculty and advanced graduate students in American studies. American professors, both senior scholars and younger faculty, would teach the courses. Each year, one of the senior American faculty members would work with Chinese scholars in the host institution to design the syllabus, designate reading materials, and circulate them at least six months in advance. The seminar might serve as a "refresher course" for Chinese faculty and graduate students who have recently spent time in American universities. Chinese participants from throughout the country should be invited. It may be possible to administer an examination to the graduate students in the seminar and select those scoring the highest as candidates for fellowship support in the United States. The delegation recommends that discussions be held with USIA officials in the U.S. Embassy in Beijing and Washington on this proposal.

2. Every other year, with the site alternating between the United States and China, there should be a research conference or workshop for scholars on a theme or problem or period of particular interest to scholars in both countries. Examples are: U.S.-China relations during the Cold War, the history of Chinese immigration to the United States; labor history in America; black history; and the Civil War and Reconstruction. Participants should be drawn equally from both countries and papers should be prepared with publication in mind.

3. Meetings of Chinese students and faculty already in the United States should become regular and ideally occur every year. The CSCPRC has arranged one conference on American studies in 1983 and is organizing another for the summer of 1985. Invitees are Chinese students and scholars who are already in the United States for long-term study. These meetings are an important means to build and strengthen the network among Americanists in both countries.

4. Another aspect of networking should be the creation of a committee by the ACLS which would act as a clearinghouse for queries from Chinese students and scholars on matters ranging from bibliography to the identification of specialists in the United States on certain areas. The committee itself would not undertake to answer the queries but refer them to those who could.

5. The CSCPRC should continue to give high priority to gathering and sharing information on institutional exchange programs and collaboration as a central source of information.

This final recommendation concerns the gathering of information in an effort to avoid duplication of efforts among those involved in the development of American studies in China. The CSCPRC is conducting a study of academic exchanges with China during the period 1978-1983. Information on American studies exchange programs should be incorporated into the study and kept current in the future.

The delegation's recommendations, large and small, have one end in view -- the creation of a community of teachers and scholars in China who are professionals in the study of the United States. Each recommendation is a step toward that general goal. To attain that objective, Chinese scholars and academic administrators should recognize that they have an intellectual and institutional self-interest in cooperating to reach that goal. The resources, human and material, for the study of the United States are in short supply and there must be collaboration and sharing for American studies to succeed in China. Libraries must be accessible to those who need them, regardless of departmental or institutional affiliation. Faculty in a single institution must devise ways to bring together teachers and students who have an interest in American studies. Universities and research institutes in the same region must find ways to cooperate and share resources.

All members of the delegation felt that their visit to China was one of the most intense and interesting experiences of their lives. They recognize that a report which focuses on issues and recommendations for American studies in China can provide only the beginning of the debate over American assistance to the development of this field in China. The two sections which follow on "The Organization of American Studies in China" and "Research and Teaching in American Studies in China" are compiled from the personal experiences of the delegation members during their month-long visit. The final chapter is an important statement on the Fulbright Program from the U.S. Embassy in Beijing.

THE ORGANIZATION OF AMERICAN STUDIES IN CHINA

It is important to note that in the six major or "key" universities visited, the study of the United States is, for the most part, incorporated into traditional courses on world history, world literature, and international politics, economics, and law. At the graduate level, however, special courses on the United States are available in some universities and foreign language institutes. As more and more young faculty and graduate students return from studying or conducting research in the United States, the popularity and availability of such courses will increase.

A. UNIVERSITY PROGRAMS

Described below are three "centers" of American studies at Peking, Nanjing, and Fudan universities, followed by descriptions of programs at three other universities that do not have such centers at present. It must be pointed out that the "centers" are not interdisciplinary programs of study offering advanced degrees. For the most part they are loose aggregations of faculty and graduate students who have agreed to meet periodically and promote exchanges in American studies. However, they do represent ambitious attempts to centralize resources for the study of the United States on those campuses and with continued support from the Ministry of Education and the university administrations, they will certainly play an important role in the development of resources.

Centers for American Studies

Peking University, Center for American Studies

Peking University (or Beida as it is commonly known) was founded in 1898 and has a history closely related to the development of modern China. Many famous figures taught or held office there, including Mao

Zedong, Li Dazhao, and Chen Duxiu (founders of the Chinese Communist Party), and the famous writer Lu Xun. It was a hotbed of activity during the May Fourth Movement of 1919. Today there are 25 departments, of which 13 are in the social sciences and humanities. There are 72 programs for the bachelor's degree, 103 for the master's degree, and 54 for the Ph.D. At the time of the delegation's visit, Beida had exchange agreements with 43 foreign universities, most of which were in the United States.

Beida's American Studies Center was established in 1983 and is built around the Fulbright reading room in the university. About 40 professors from the Departments of International Politics, International Law, Economics, History, Sociology, and English have agreed to participate in its activities. Its director is noted legal scholar Wang Tiewa and its three deputy directors are Professor Zhao Baoxu of the Department of International Politics, Professor Hong Junyan of the Department of Economics, and Mr. Ma Shiyi, deputy librarian of the University library. Its most immediate tasks are to promote academic exchanges with American studies organizations within China; to enroll graduate students; to issue a newsletter beginning in 1985; to set up a well-equipped library; to arrange academic seminars; and to establish ties with institutions in the United States by subscribing to American journals, inviting foreign scholars to lecture, exchanging students, and taking part in international conferences.

The guiding force behind the Center is Professor Wang Tiewa who at the time of our visit unfortunately was in the hospital. One of his young assistants, Li Xilao, an assistant professor in the English Department, gave us a list of professors affiliated with the Center (included in Appendix B).

Mr. Ma Shiyi, who is responsible for developing the Center's library, described the problems in deciding which books, periodicals, and other materials to order and dealing with a difficult process of ordering and acquiring the materials. These problems were encountered repeatedly during the visit. The Fulbright reading room, around which the present collection is built, contains about 2,000 volumes donated by American professors and the USIA. Half of the titles are in American literature and of the remaining half, many are outdated publications which should be supplemented by up-to-date material. The reading room is open only to professors and graduate students, not undergraduates. Despite its present limitations, the Center appears to be off to an ambitious start, with dedicated faculty leading the way.

Nanjing University-Johns Hopkins University Center for Chinese and American Studies

Nanjing University was founded in 1902 and underwent several name changes, including National Central University during World War II. In 1949 it received its present name. Today there are 15 departments, of which 6 are in the social sciences and humanities. Students work toward the B.A./B.S. in 44 disciplines, for the M.A./M.S. in 61 disciplines, and for the Ph.D. in 30 disciplines. The university houses 29 research institutes with a research staff of 600 out of the total faculty of 1,400. In the 1984-1985 academic year there were 6,000 undergraduates, 900 graduate students, and over 1,000 students in evening and adult education. Nanjing has an active exchange program with foreign countries and, at the time of the delegation's visit, over 100 foreign students were studying for degrees or doing research there.

Nanjing University and Johns Hopkins University have embarked on an impressive program to build a Center for Chinese and American Studies at the university. Lin Zibing, a Shakespearean scholar who is Nanjing University's co-director of the Center, described it as a research and teaching institution. Ground had been broken on September 1, 1984 for the building and it was expected that the first class of students would be enrolled in September 1986. Eventually there would be 50 Chinese and 50 American students enrolled for a one year non-degree program. Students would be recruited from throughout both countries and not be restricted to the sponsoring institutions. Six to eight full-time faculty would also be recruited from within each country. Nanjing University would be responsible for administration and two co-directors, one Chinese and one American, would be responsible for day-to-day activities. It is envisioned as a regional center for American studies, with a library of 40,000 books, 200 American journals, and 200 Chinese journals.

The Center intends to offer a certificate rather than an academic degree, but academic credit at both Johns Hopkins and Nanjing will be given for work successfully completed. Students in the top 10 percent of the class each year who wish to pursue further academic work toward the Ph.D. will be encouraged to do so. Every effort will be made to permit Americans who qualify for and elect this option to engage in further study and research at a Chinese university, and to place Chinese students in doctoral programs at American universities.

The purpose of the program is to offer joint training for professional specialists in Chinese and American studies rather than academic specialists. The Chinese students will take courses in English from American professors in American history, society, economics, politics and government, and international relations. The American students will take courses in Chinese from Chinese professors in Chinese history, economics, politics and government, foreign policy, and advanced language. A copy of the curriculum planned for the 1986-1987 academic year is in Appendix E.

Fudan University, Center for American Studies

Fudan University is recognized, along with Peking and Nanjing universities, as one of the best comprehensive universities in China. Vice President Zou Jianqiu gave a detailed briefing. Fudan is 80 years old, has 8,700 students and 2,200 faculty, and has exchange relationships with 47 foreign universities, 27 of which are with the United States. Fudan has abandoned the Soviet model of higher education, which stressed a narrow curriculum. Vice President Zou explained that he would like to keep the strength of that system (that is, knowing exactly what kind of people they would like to produce) but add the good points of the Western model. Today students at Fudan are given more freedom to "do as they like."

Thirty percent of Fudan's graduating seniors go on to graduate school. The rest become university teachers, researchers, or staff in government agencies at or above the provincial level. According to Vice President Zou, there is a great demand for Fudan graduates and the university has difficulty meeting that demand. One out of ten applicants is admitted. Each year Fudan chooses from among those who scored in the top level on the national entrance examinations. The university has begun running one- to two-year refresher courses for high level government cadres. In an effort to recruit students from the Shanghai area, the university invites students from the best middle schools in Shanghai to come to Fudan for a two-week introductory program each summer. Fudan has strong relations with 18 key middle schools in Shanghai and sends books and equipment no longer needed by the university. Thirty-five percent of Fudan's students come from Shanghai.

According to Vice President Zou, nearly half of Fudan's students (46 percent) are in the social sciences and humanities compared to a national average of 27 percent. Zou feels strongly that China needs more people trained in the social sciences and humanities. Fudan has just received permission from the Ministry of Education to build a new social sciences/humanities building, which will house its new American Studies Center.

Fudan's American Studies Center was three months old at the time of our visit. As at Peking University, Fudan will draw upon faculty from various departments to join the center and plans to use it as a focal point for exchanges with the United States. The director of the center is Xie Xide, president of the university, and the vice director is Lu Yimin, currently the deputy director of Fudan's Office of Exchange Programs. Mr. Lu and Zhen Shiping, a young professor from the Department of International Politics, gave the briefing on the center.

At present about 15 faculty members, nearly all of whom are young faculty, have joined the center. Plans are to send all the young faculty in rotation to the United States for one or two years. Some

of those will be encouraged to apply for scholarships and stay for a Ph.D. Starting in 1985 the center will invite foreign professors, as well as Chinese professors from other universities, for short-term lecture visits. The most pressing need is for books, although several foundations (i.e., Ford, Asia Foundation, Rockefeller, and Rockefeller Brothers) were contributing 200-300 books. The problems with book buying were the same as at Beida: not knowing which to buy and dealing with a tedious ordering system.

Although the center will draw upon faculty and offer courses from several departments, the focus of teaching and research will be on American foreign policy and international relations. A committee has been established with faculty from the Departments of History, World Economics, Foreign Languages, Foreign Literature, and International Politics. The committee members will meet at the center to inform each other about the work in their departments. In the center itself, the faculty and students will be engaged primarily in research, but, according to Professor Zhen, "there will be no strict boundary between teaching and research." The center staff plans to publish books and a newsletter and inform others throughout China of its activities through the national professional associations.

Other University Programs

Three other universities visited did not have formal centers of American studies but did have significant teaching, research, and publication programs in American history and literature. They are: the history and economics programs at Wuhan University, the history program at Nankai University in Tianjin, and the literature program at Shandong University in Jinan.

Wuhan University

Wuhan University, founded in 1913, is one of China's oldest institutions of higher education. In the early 1950s it was organized into three independent institutes of agriculture, engineering, and medicine and three colleges of liberal arts, science, and law, forming a comprehensive university of liberal arts and science. Today there are 19 departments with 8,600 students, of whom 1,000 are graduate students. In addition the university runs a night school for adult education.

Wuhan University has an Institute of American History within its History Department and an Institute of United States and Canadian Economics within the Economics Department. During the visit to Wuhan, the delegation met with both institute directors as well as the president of the university, Liu Daoyu.

The Institute of American History is headed by Professor Liu Xuyi, who is also secretary general of the American History Research Association of China. He was about to leave for the United States

under the CSCPRC's Distinguished Scholar Exchange Program. Within his institute there are 11 people, including 9 professors or lecturers and 12 graduate students. The emphasis of their research is on American modern and contemporary history, especially since the New Deal. Together with Professor Yang Shengmao of Nankai University, Liu is editing a six-volume general history of the United States sponsored by the American History Research Association of China. Wuhan University is responsible for producing volumes five and six. In addition, Liu is editing a series of 30 general monographs on American history which is being published by Wuhan University Publishing House. This series emphasizes American history since World War II. Two monographs have been produced so far on Dwight D. Eisenhower and Modern Republicanism by Han Tie and Nixonism by Shi Yinzhong.

The Institute of United States and Canadian Economics is headed by Professor Wu Jixian. It was established in 1965 and has 12 members. Research projects concern government regulation of private business, the effect of business cycles on foreign trade, American finance, and American and Canadian regional economic development.

Nankai University

The primary reason for the delegation's visit to Nankai University in Tianjin was to meet with scholars in the History Department. The chairman of the American History Research Section, Yang Shengmao, had participated in the CSCPRC Distinguished Scholar Exchange Program, and several other professors there had been to the United States recently. Historians at Nankai are writing the second volume on the colonial period in the six-volume history of the United States. A few professors are specializing in American labor history and black history and, as in all the other universities visited, they are counting on sending their best and brightest students and young faculty to the United States for advanced training.

Shandong University

The Institute of Modern American Literature is headed by Mme. Lu Fan, wife of Wu Fuheng, who recently retired as president of Shandong University. At the time of the visit, Mme. Lu was at Harvard. The institute was founded in 1963 but became active only after 1978. Its primary work is on translation and analysis of modern and contemporary American literature. It has its own journal, Contemporary American Literature Studies, and the researchers are compiling a Concise Dictionary of Modern American Literature, to be published in 1985. There are also plans to compile a multivolume history of American literature. The institute also guides graduate students majoring in American literature at the university. There are plans to send Shandong's best graduates from the Masters of Literature program to the United States for Ph.D. training. These people would then return to positions within the institute.

B. FOREIGN LANGUAGES INSTITUTES

The delegation visited only the two foreign languages institutes in Beijing and Shanghai, which are under the jurisdiction of the Ministry of Education. The programs here differ significantly from those in the universities, for the students are trained primarily in the English language and secondarily in area studies or in disciplines such as history and literature. However, the leaders of both institutes are trying to transform the English language programs into interdisciplinary American studies programs.

Beijing Foreign Languages Institute

Professor Hu Wenzhong, vice president for academic affairs, gave a brief description of the institute. There are 2,200 students, of whom 200 are graduate students. The institute teaches 28 languages and includes a Chinese Department. Among its various functions is the training of United Nations interpreters. It has a diversified curriculum including history, literature, linguistics, sociology, and philosophy, and other subjects will be added.

Frank Deng (Deng Yanchang), a Chinese-American who has been in China since 1948, is director of the American Studies Program. He said Beijing Foreign Languages Institute is the only institution of higher education to award an M.A. in American studies. At present 11 candidates are enrolled in the program. In addition, 80 to 90 percent of the students in the institute take some courses in American studies before they graduate. First year students take American history; third and fourth year students take American society and culture; and fourth year students take international relations and American diplomacy. Graduate students study American political institutions. Literature is taught separately in the English Department.

During the discussion that followed, the students asked for two things: books and exchange professors. While the curriculum materials seemed satisfactory, the library resources were poor, and students complained about lack of books for further reading or research. The institute is helped greatly by the Fulbright Program, which sends professors there regularly. Other American teachers have spent time there and those with whom our delegation spoke were enthusiastic about the quality of the institute. The delegation members were impressed with the fluency of the students in English.

Shanghai Foreign Languages Institute

Although this visit occurred on the delegation's last day in China, it was one of the highlights of the trip. Like the Beijing Foreign Languages Institute, the Shanghai Foreign Languages Institute is really a college. It was established in 1949 as a key national institute of higher learning by the Ministry of Education. It offers an undergraduate course, a postgraduate course, a special training

course for foreign language teachers from universities and colleges throughout China, a preparatory course for Chinese students going to study abroad, and a course in Chinese for students from other countries.

In the undergraduate program the main task is to train university teachers, interpreters, translators, research workers in foreign languages, journalists, and other personnel engaged in international relations. In each of the 12 language specialties, students study not only the language but the history of its literature, its linguistics, and its culture and civilization. There are 2,400 students and a staff of 600. Ph.D.'s are offered in English and Russian languages, but the largest number of students are enrolled in the English course. There are plans to develop an American studies center, and seven courses are already taught in American history, literature, and culture. The Fulbright Program is active here and we met with two professors, John Moore and Bruce Ronda, who are assisting the Chinese faculty in curriculum development. All the delegation members rated this Institute as a high priority for exchanges.

C. NORMAL UNIVERSITIES

Only two normal universities were included in the itinerary, but the visits there were an opportunity to learn about training of middle school teachers in American history and culture as well as in English language and literature. Both visits were short, half-day sessions.

Shandong Normal University

The session here consisted of short presentations by three delegation members followed by questions and answers from a group of historians. The study of American history began here about four or five years ago. An increasing number of students, both undergraduate and graduate, are becoming interested in the subject. At present about 50 undergraduates and three graduate students are majoring in American history in preparation for teaching it in middle school as part of courses on world history. Professor Liu Zuochang, a specialist on Thomas Jefferson, led the discussion.

East China (Huadong) Normal University, Shanghai

Huadong Normal University is under the jurisdiction of the Ministry of Education. There are 1,700 faculty members and 6,700 students. There is no special program in American studies. Undergraduates study the United States as part of broader courses, but graduate students take courses in American literature, taught in English. All undergraduates must take a foreign language, and most choose English. During the small group discussions, the delegation found that while all of the students could speak English, most of the faculty could not, even the faculty who teach American literature. As with other places visited, students bemoaned the lack of books.

D. CHINESE ACADEMY OF SOCIAL SCIENCES

During one afternoon in Beijing, four research institutes of the Chinese Academy of Social Sciences (CASS) arranged two lecture/discussion sessions for the delegation. One involved researchers from the Institute of American Studies and the Institute of World History and was chaired by the director of the Institute of American Studies, Li Shenzhi. Bill Ward lectured on individualism and then several members of the delegation answered questions, which focused mainly on U.S. foreign policy. The other session involved only a few persons from the Institute of World Economy and Politics and the Institute of Law.

Because both sessions were structured around presentations by the delegation members, no detailed information on the work of the institutes was given. The most important institute from the delegation's perspective, the Institute of American Studies, focuses on contemporary American society, culture, government and politics, and foreign relations. Several of the researchers have spent time recently in the United States, including the director. The institute has some graduate students, but the delegation did not meet them nor hear about their research.

E. RESEARCH INSTITUTES IN BEIJING

During the six working days in Beijing, the delegation spent two in meetings with faculty and students in four research institutes or colleges specializing in international relations. It was here that the delegation members gained a better appreciation of the differences between these policy-oriented institutes and the universities, both of which are training specialists on the United States.

Institute of International Relations

This is the principal research institute of the Ministry of Foreign Affairs. Several members of the staff of the American Studies Department, led by Zi Zhongyun, discussed their work. The Institute was reactivated in 1978 and now has a staff of about 100 divided into five regional and two functional divisions. Several staff members have spent time recently in the United States. The Institute publishes the influential Journal of International Studies. Recently the Institute moved from the campus of the College of Diplomacy to more spacious quarters not far from the Peking Hotel, but its library remains on the college campus.

College of Foreign Affairs

The College of Foreign Affairs (or College of Diplomacy) trains diplomats for the Foreign Ministry. Established in 1955, it was restored only in 1980. Its main task is to teach foreign languages

and offer consular training, but it also offers courses in world history, international relations, international law, and Chinese foreign policy. The college offers a five-year undergraduate course and a three-year graduate course. It shares its library with the Institute of International Relations.

Although this is a college specifically for training diplomats, there seemed to be a genuine interest in American studies. Students and faculty alike complained about the lack of books and pointed out that they did not have access to libraries in other research institutes, such as the CASS Institute of American Studies. This problem of access to libraries came up time and again throughout our visit, and posed the question to the delegation not only of what material resources should be provided but where to provide them to insure access by the greatest number of people.

Institute of Contemporary International Relations

This institute is responsible directly to China's State Council. The delegation met with members of the North American Section and received a briefing from Vice President Ren Pinsheng. The Institute may award the M.A., but it is primarily a foreign policy research organization. Two of the persons in the meeting, Deputy Director of the North American Section Song Baoxian and Professor Zhou Jirong, gave strong affirmative answers to a question on whether the institute had an impact upon foreign policy making. The institute is increasing its exchanges with the United States by inviting several American professors to lecture there.

College of International Studies

The College of International Studies is under the jurisdiction of the Ministry of Education. There is a four year undergraduate and a two-year graduate program emphasizing international relations and foreign languages.

F. PROFESSIONAL ASSOCIATIONS

The delegation met several members of the Association for the Study of American Literature and the American History Research Association of China, but did not receive detailed information about either society. Both are actively publishing newsletters, journals, and translations and hold regular meetings. The history association sponsors the publication of the six-volume history of the United States, assigning each volume to a different university. Yang Shengmao of Nankai University and Liu Xuyi of Wuhan University are the editors-in-chief.

RESEARCH AND TEACHING IN AMERICAN STUDIES IN CHINA

The information in the following sections is derived from reports by delegation members on the universities and research institutes they visited. Because the visits were structured differently in each university, and because the delegation was often divided into small groups according to specialty, it was often not possible to gather detailed information about the personnel and work of each institution. The USIA reports mentioned in the Acknowledgments to this report provide further information.

A. AMERICAN HISTORY

The following discussion concentrates on the principal university departments in which American history is taught in China: Peking, Nankai, Nanjing, and Wuhan universities. To a lesser extent, the programs at the Beijing and Shanghai Foreign Languages Institutes and at Fudan University in Shanghai offer such training. Following are the impressions of delegation members after engaging in small group discussions with faculty and graduate students or presenting lectures to large audiences of 200-300 undergraduates (third and fourth year students with English language capability) and graduate students. In some cases individual delegation members had private meetings with their faculty counterparts following these group sessions.

Peking University

Since 1981, 10 courses on American history have been offered in the History Department, including general survey courses and courses on the colonial period, the Revolutionary War, and the modern period, and themes such as black history, the civil rights movement, and American political thought and institutions. These courses have been offered to undergraduates and graduate students, and some have been given by American professors, including Fulbright professors.

Within the History Department there is an American History Teaching and Research Group with eight faculty members led by Qi Wenying, a woman scholar trained at Columbia. The focus of the group's research work is on the American colonial period from 1607 to 1789. The faculty is responsible for writing the first volume of the six-volume history of the United States. Other research projects concern the history of American foreign relations, black history, and the history of American westward expansion. (See Appendix D for a complete list of faculty, research projects, and a fuller description of the group's activities.)

The history of American foreign policy is taught in the Department of International Politics. Several American scholars have taught courses on this subject. Topics of interest to the students have included the Truman era and China's civil war, Nixon and the opening of China, and Reagan and Taiwan. The chairman of the department, Zhao Baoxu, is one of the three deputy directors of the American Studies Center. Several young faculty from this department have studied recently in the United States.

At Beida, graduate students divided themselves up for wide-ranging and freewheeling discussions with delegation members. The questions in Herbert Gutman's group concerned such diverse subjects as George Fox and the framing of the Pennsylvania government, the Glorious Revolution in New York, social relations in early New England, the overseas Chinese in America, Theodore Roosevelt and conservation, and immigration from India to the United States after 1945. Nell Painter and Mary Kelley each met with groups of women students whose questions centered on the role of women in American history as well as issues of class and race. Lawrence Levine spoke to a group interested in various aspects of American life and in practical matters pertaining to study in the United States.

Nankai University

Reports of previous visitors, including Michael Kammen of Cornell University, had emphasized the research work of the Nankai History Department on American labor history and Afro-American history. The delegation's host was the chairman of the History Department, Wei Hongyun. Members also met Professors Yang Shengmao, Zhang Youlun, Feng Chengbo, and Yi Tingzhen, as well as several other professors and graduate students.

The lecture session in which Bill Ward spoke on America's historical experience and Lawrence Levine spoke on American folk history is illustrative of the intellectual atmosphere in Nankai's history department. It should be mentioned here that the delegation members asked for questions in writing following each lecture, a technique which elicited a barrage of queries (in English and Chinese) on tiny slips of paper. The questions in the Ward-Levine session ranged from "What are the different points of view among American historians about Turner's frontier thesis?" to "Are blacks really

equal with whites today in America?" to "What do you think about the Mexican-American War of the 1840s?" Professors Ward and Levine felt that the young students were intense, lively, and eager, and projected a sense of the enormous importance of this generation for the future of China. As proved to be the case in later visits to other universities, there wasn't enough time to answer all the questions and the lecturers left with the feeling that the sessions could have gone on much longer.

Professor Herbert Gutman met with two professors, Feng Chengbo and Li Qing (who studies slavery) and three graduate students: Yu Maochun, Ni Ting, and Chang Xiaotung. The topics discussed included the relationship between the work of Max Weber and that of E.P. Thompson, the impact of westward expansion on the American labor movement, and structural changes in the United States, especially in the North and the West. It was held in the departmental library which appeared weak in journals but very up to date in monographs about American workers and blacks, brought back by Professors Feng, Zhang, and Yang from their visits to the United States. Nevertheless, the group emphasized their need for research materials, ranging from Agricultural History to Radical History Review. They also stressed the need for ongoing dialogue with American specialists and for sending their graduate students to the United States for Ph.D training.

Professor Nell Painter lectured on southern black industrial workers and civil rights to a group of about 300 students. She was impressed with their attentiveness and sophistication about the subject. Questions following her lecture concerned the relationship of blacks towards political parties, the status of the black family, social mobility of blacks, and the reasons for poverty among blacks. In general these questions and the discussion Professor Painter had later with faculty and students in the History Department indicated the Nankai historians' interest in the relationship between Afro-American history and American history and between theories and actual processes of modernization.

Professor Mary Kelley lectured and held discussions on American religious history. The questions were perceptive and the exchanges lively. Nonetheless she was surprised to discover that religious history was the province of the Department of Philosophy rather than the Department of History at Nankai.

Another member of the delegation who engaged in a small group discussion here remarked that it was the most interesting discussion of the trip. The seminar was, like the others above, lively and free-wheeling and indicated that this department permits, even encourages, internal debate and exchange of ideas.

Nanjing University

The vitality of American history inquiry in China was well represented by a series of lectures which involved Chinese undergraduate and graduate students at Nanjing University. Several delegation members gave lectures (in English, with no translation) to a large audience of students from the Departments of History and Foreign Languages. Professor Levine found after his lecture on folk history that the students' comprehension extended beyond the language. The quality of their questions demonstrated their sensitivity to American culture and history. The intellectual openness and liveliness among the audience confirmed his belief that the young people in China are capable of sustaining a viable American studies program in their universities.

Professor Painter lectured to a similar-sized audience from the same department on southern history. Once again the students sent forward a barrage of tiny slips of paper with questions such as:

- "Now that blacks have every right that whites have, are they content or proud of being Americans? How do you account for the fact that many Afro-Americans want to trace their ancestry to Africa and some have even changed their names into African ones?"
- "You mentioned the Scopes trial in Tennessee. I wonder what really caused Bryan's death soon after the trial. What's your opinion?"
- "The civil rights movement of the 1960s was based in nonviolence, but Martin Luther King himself became the victim of violence. Would you comment on the idea of nonviolence. Don't you think it's too passive?"
- "Do you think that people in the South still consider themselves the opposite of northerners? What is their attitude toward the recent industrial development in the South?"
- "What are the economic and social consequences of the second Reconstruction?"
- "Speaking of southern history, other minor groups should also be mentioned, such as Mexicans. What about their civil rights? They seem to have more difficulties in gaining recognition in American history. Is that so?"
- "Would you explain a little about 'black humor'."
- "Why is it that the most popular songs and dances now in America have originated largely from the songs and dances of the blacks?"

- "Could you speak about how southern literature is related to your view of southern history? Also, could you speak about the recent black American women writers like Alice Walker, Toni Morrison, and Paule Marshall and how they use the South in their works?"

All of these questions, and many others not listed here, were submitted in English.

Professor Mary Kelley lectured on "American religion and the American past" before more than 200 students and faculty from the Department of Theology and the School of Religious Studies. Some of the students approached American religious history from an avowedly secular posture while others appeared to examine the subject from the perspective of Christians exploring a particular religious tradition. Three of their questions were "Was religion indeed the opiate of the masses?," "What was the influence of contemporary Christianity on American youth?," and "What was the significance of free will in nineteenth century Protestant theology?"

Professor John Gaddis, a specialist in U.S. diplomatic history, spent considerable time at Nanjing University talking with graduate students working in this field. After a lecture and discussion on the subject of containment, he observed that the students were the best-informed and brightest group that he encountered in China in this field.

Wuhan University

In one of the most informative briefings of the trip, Professor Liu Xuyi, director of the Institute of American History of the Department of History, described the ambitious research and publication plans of the 11 faculty and 12 graduate students in his program. In addition to writing volumes five and six of the six volume history of the United States, Professor Liu and his colleagues are producing 30 monographs on American history, divided into three parts: (1) from 1898 to World War II, (2) from World War II to the present, and (3) on the period from 1898 to the present. World Wars I and II per se and Sino-American relations are excluded from this series because the research on these periods is being published elsewhere. Professor Liu indicated that the authors of the two monographs produced so far on the Eisenhower and Nixon periods are graduate students. As secretary general of the American History Research Association of China, Professor Liu reads masters theses and can identify promising young scholars whose work should be published in this manner.

Research underway in the Institute of American History -- independent of the publications mentioned above -- focuses on modern American history, especially since FDR and the New Deal. There is also a project to edit translations on the Revolutionary War.

Graduate training in the History Department at Wuhan involves a three-year M.A. program in which the students spend half their time taking courses and half their time doing research. Students may choose from a range of courses in American history, Western economic history, world history, and philosophy courses on historical materialism. They are required to take a foreign language and a reading course with works by American authors. In general, students read works by American, Soviet, and Chinese historians. They translate works from English into Chinese and write a thesis.

The interrelationship between the study of American history and the study of American literature was illustrated at Wuhan University where students majoring in English may take courses on American history and history students may attend lectures in the Foreign Languages Department. There has been a tendency for the history graduate students to turn toward the young American teachers in the Foreign Languages Department and away from the older Chinese teachers in the History Department who lecture in Chinese. Many graduates from the Foreign Languages Department want to enter the graduate program in the History, Economics, or International Law Departments. In general, students, both undergraduate and graduate, may take electives across a wide range of departments. They have a major and a minor, or two majors.

B. AMERICAN LITERATURE

Introduction

Two members of the delegation, Leo Marx and Alan Trachtenberg, were concerned specifically with research and teaching on American literature in China and its relation to American society and culture. The following remarks preceding the descriptions of specific programs on American literature at three universities reflect Professor Marx' and Trachtenberg's views.

It is difficult to generalize about current approaches to the study of American literature because they vary so, depending on the level of teaching and research. There is an immense distance between the level of sophistication at such advanced research institutes as the Institute of Foreign Literature (IFL) of the Chinese Academy of Social Sciences in Beijing and, as might be expected, the standard course for undergraduates in the universities.

Perhaps the most conspicuous feature of the study of American literature at places like the IFL or the Institute of Modern American Literature at Shandong University is the strength of the reaction -- or a backlash -- against the arbitrary imposition of crude political criteria on literary scholarship. In the background are the periods (1) when the Soviet style of political criticism was dominant in China (during the 1950s), and (2) when the native left or ultra-left imposed

its own categories on the subject (during the 1960s and early 1970s especially). The chief criterion of literary acceptability in that period was a version of "socialist realism." (Curiously, the leftists joined forces with what only can be called the apologists for popular-commercial American writing in excluding the work of Henry James or Ernest Hemingway or William Faulkner, but approving the work of Howard Fast or Margaret Mitchell.)

Today Chinese literary scholars express an understandable excitement about studying the work of Nathaniel Hawthorne or Emily Dickinson, Hemingway or Faulkner or that of others excluded heretofore as being insufficiently political or expressly reactionary or (a standard charge against the modernists) "decadent." There is an aspect of relishing the taste of "forbidden fruit" about the current Chinese enthusiasm for Western modernist writing, but the more serious point here is that they are discovering the now familiar separation of what must be called "cultural" and "political" radicalism in the West: the fact that many of the most innovative writers whose work levels the most telling criticism at our culture have been politically reactionary, whereas many of the writers who are politically "progressive," i.e. left, have been derivative, uninventive, or essentially conformist artists.

At some places, notably the CASS Institute of Foreign Literature, this reaction takes the form of a special fascination with modernist writers, and it has led to what may be an excessively formalist, aestheticist, or textual mode of interpretation. Delegation members met some graduate students with highly developed literary sensibilities -- excellent readers of the modernists texts -- who had little or no interest in the larger social or historical (or even biographical) context of the works they were studying. Professor Zhu Hong of the IFL, who has written a brief but invaluable account of "American Literary Studies in China," (American Studies International, Spring-Summer 1981, pp. 44-48) acknowledged that this reaction might in fact be an overreaction. She recognizes that the American studies approach to literature, as exemplified by the work of Professor Daniel Aaron of Harvard, who had lectured at many of the places visited, can be contextual without being rigid or politically formulaic: It can take account of both the intrinsic qualities of the text and the social-historical context.

At Shandong University the reaction against the invoking of excessively political categories in the study of literature takes a somewhat different form. For one thing, the approach there is less literary-critical and more historical in emphasis than the approach at the IFL. Professor Wu Fuheng, the honorary president of the university who is generally regarded as the "grand old man" of American literary history in China, is the presiding figure there. He obviously is a gifted academic entrepreneur and his chief concerns are to build IFL, to advance the cause of American literary history, and to get as much American writing translated, studied, and taught as possible.

Professor Wu also is reacting against the crudities of political criticism, (his interest in the translation of Rene Wellek and Austin Warren's Theory of Literature, with its sharp separation of "extrinsic" and "intrinsic" approaches to literary study, is probably an accurate indication of his "position"), but his emphasis is less trendy, less the viewpoint of a modernist critic (as at the IFL) than of a literary historian of a somewhat old-fashioned, even "belle-lettristic" bent. Although his concerns may seem, by current American standards, to be somewhat retrograde -- they resemble the concerns of the leading Americanists, some of them indeed the founders of the American studies movement, in the Modern Language Association on the eve of World War II -- one needs to recall the greater appropriateness of their viewpoint for China today. It will not be truly anachronistic until there is an adequate history of American literature, and until there are adequate Chinese translations of all the major (and many of the minor) American texts.

On this point, one must remember that interest in American literature in China evidently extends far beyond the boundaries of the Chinese Academy of Social Sciences. A responsibility of the Chinese scholars in American studies that one may tend to slight or even forget is the provision of translations and commentaries and history for the general public. (University students in American studies, who usually have adequate English, have less need for translations than the general Chinese public.)

As in the case of scholarly research, the level at which American literature is taught in China seems to vary greatly between institutions. The first thing to say, however, is that the students displayed a truly intense, not merely academic, interest in American literature and culture. They manifestly enjoy learning about things American -- as if it were, as all signs indicate it to be, an "in" subject for the Chinese public at the moment. The second point is that on the whole the students' command of English is impressive. They seem to be as competent readers and speakers of English as their counterparts in other non-English speaking countries. It is gratifying to report, then, that the mastery of English is not going to be a major problem for the development of American studies in China.

Enough was not seen to provide a reliable estimate of the quality of teaching of American subjects. Many of the older teachers -- as became clear, for example, in discussions at the foreign languages institutes -- were trained as language teachers. When their students criticized their methods, they were frank to admit that they had acquired their knowledge of American literature and history on their own, in a more or less improvised exercise in auto-didacticism.

In general, there seem to be three identifiable levels of knowledge of the three distinct age cohorts: (1) those who were educated before liberation, now nearing retirement, and whose viewpoint is more like that associated with American scholars who began as teachers of

English literature in the 1920s and 1930s; (2) the middle aged group of scholars who managed to acquire their knowledge during one of the brief thaws between 1949 and 1966, but who tend to be out of touch with contemporary critical and scholarly trends in the United States; and (3) the new breed of young scholars who have done their work in the short period, roughly eight years, since the downfall of the Gang of Four. Many of the latter have studied in American universities, and many of them are as competent as the better, if not the best, recent U.S. doctoral candidates.

Much of the scholarly and pedagogical activity learned of, then, focuses on the spade work necessary in founding a field, gathering the cognate materials, and fixing a canon of some sort. This kind of activity seems to suit well the training, the interests, and perhaps the dispositions of many of the older scholars. It also seems consonant with government policy in the overall improvement in higher education in American studies. It is difficult to gainsay the value of this kind of emphasis at the moment, especially following the collapse of the field during the Cultural Revolution. But the concentration of major energy upon work at this level does seem limited in certain important ways, particularly in light of the kinds of interests, knowledge, and surprising sophistication manifest in many conversations with younger faculty members and graduate students. Opportunities abound, in short, for the development of more serious and creative American studies in China.

A major opportunity arises from yet another motive behind the current interest in American subjects, namely the new economic policies. Since America is the model society China has its eyes on, interest in America leads to an interest in American culture as an expression of American society and history. Literary works (and the text brought up more often, more knowingly, and more excitedly than any other was The Great Gatsby) become occasions for encountering and engaging with leading issues of American life. In the vocabulary most popular at the moment, this means individualism and community; the American Dream; the romance of wealth, violence, city and country; optimism and pessimism. Given the interest of such cultural interpretations, the emergence of American studies programs out of predominantly literary programs is wholly imaginable.

The special value of such a program to China's own economic and social aspirations is that it would focus upon the meaning of economic facts in the everyday and imaginative life of the society, not merely upon the facts themselves; upon sources of foreign policy in cultural processes and habituated behavior as much as in geo-political considerations; upon the impact of industrialization; upon inner experience; upon collective beliefs and myths and values, as well as upon material production. In addition, not the least of the benefits of an expanded interdisciplinary American studies program is the role it might encourage for Americanists within Chinese culture, for by its broad character as cultural history, American studies is preeminently

a humanistic enterprise, thus a potential source of humanistic criticism within a society seeming to tend so powerfully at the moment toward technological solutions.

Three American Literature Programs

Institute of Foreign Literature, CASS

Zhu Hong, a woman scholar who teaches English literature and the Victorian novel, led the discussion at this institute. Although many senior researchers were away at a literary conference in Shandong Province, some of the younger researchers present described their research which ranged from topics on modernism to proletarian writing. Such topics are more often than not assigned by the senior researchers. They stressed that there is not only a single "Marxist" viewpoint in China but a variety of points of view that are informed by Marx's teachings (a message heard many times in many ways). Their approach was relatively open and fresh. They are confused by such terms as modernism. They seem often to lack a contextual framework in which to place the literature they study, and are not completely aware that such a context can be a boon.

Nanjing University, Institute of Foreign Literature

Faculty and researchers in the Section on American and English Literature of the Institute of Foreign Literature have been assigned to write a volume on the history of 20th century American literature, which is part of a larger institute project on European and American literature. They are also compiling a dictionary of American literature, much like the Oxford Companion to American Literature.

When asked why they do not just translate the Oxford Companion, the researchers replied that they would like to produce a volume from their own point of view. In the past their choice of which writers to translate was casual. Now they are trying to systematize their choices. Their approach is to use literature to explain society and, as a whole, they concentrate on mainstream writers. Before the Cultural Revolution they concentrated on black and Jewish writers, deploring many writers as decadent (following the Soviet example). In their compilation for the dictionary they are trying to be objective and impartial, describing the life of the writer as well as the contents of his or her works.

Shandong University, Institute of Modern American Literature

Wu Fuheng, who recently retired as president of Shandong University, is head of the institute. It was founded in 1963 as the first institute in China devoted to the study of American literature. Professor Wu became director only to see the doors closed during the Cultural Revolution. When he assumed the presidency of Shandong

University in 1976, his wife Lu Fan became director. The institute enrolled its first class of graduate students in 1978 and enrolled new classes in 1981 and 1982. In 1978 Wu Fuheng organized the first Chinese forum on American literature at the university and out of this forum came the establishment of the Association for the Study of American Literature in 1979 with Professor Wu as chairman and Lu Fan as secretary general. The institute became the secretariat for the association and has since been in charge of the communication among its members and organizing the annual meetings. Since 1981 a quarterly journal, American Literature, has been published with Wu as editor-in-chief and Lu as deputy editor-in-chief.

Research in the institute centers on modern and contemporary periods of American literature. Over a hundred articles and dozens of books have been published in the past few years. The institute's biannual journal, Contemporary American Literature Studies, carries papers by researchers, faculty, and students. A Concise Dictionary of Modern American Literature will be published in 1985. Researchers at the institute are collecting materials for a bibliography of all Chinese translations of American literature since 1949.

C. AMERICAN FOREIGN RELATIONS, INTERNATIONAL RELATIONS, AND POLITICAL SCIENCE

These subjects are singled out for special treatment here because three of the delegation's members were specialists in these areas: John Gaddis (U.S. diplomatic history), Robert Salisbury (political science), and Kenneth Lieberthal (political science, especially Chinese politics). These three professors often met together with groups of Chinese students and scholars studying American foreign relations.

In Chinese universities the study of American foreign relations is carried out in history departments and in departments of international politics, economics, or law. Since Professor Gaddis' field of scholarship is the history of the Cold War period, many of the sessions arranged for him were with students and scholars of this era. Most of the discussions were open and free-flowing and only two issues were sensitive: Taiwan and the origins of the Korean War. Students in Peking University, Nanjing University, and Fudan, as well as researchers and graduate students in the government research institutes in Beijing and Shanghai, are actively involved in research projects examining the history of U.S.-China relations since World War II. Many students interested in this topic have come to the United States for advanced study and many more are planning to do so.

In the field of American diplomatic history (as indeed in other fields), material resources are a great problem. The younger generation, primarily graduate students in their 20s, are remarkably up-to-date on the recent secondary literature. They have not missed

much of the recent "post-revisionist" literature on the early Cold War. A principal problem in conducting research is the lack of primary source material. In some universities a major source of documents, the Department of State series Foreign Relations of the United States was available but only in fragments. Holdings of secondary literature published in the 1960s and 1970s are often nonexistent. Often there are impressive collections of pre-World War II English language monographs and some immediate postwar materials, but then almost nothing beyond that until around 1977-1978. The lack of material published in this period is evident in the students' discussions on the debate over Roosevelt's responsibility for Pearl Harbor -- an issue raised by revisionists in the late 1940s but long since dismissed by more recent American historians.

As in other fields of history, in diplomatic history there is a tendency among the Chinese students and scholars to think more in terms of "schools" of historiography than in terms of what individual historians have written. Questions were often asked on which school was regarded by American scholars as the "correct" school.

American foreign policy is also taught in such courses as world history, international economics, and international law. Some university departments, such as in Fudan, are termed Departments of International Politics, and the political scientists therein are spinning off to form new Departments of Political Science. It is not clear where the study of American government and politics will fit into these new configurations.

In the field of American government and politics, Robert Salisbury had the opportunity to meet with political scientists on only a few occasions. For the most part he spoke or lectured to groups of historians interested in the development of the American political process. At Wuhan University, several graduate students and young faculty in the history department were working on projects on American political history such as "Nixon's New Federalism," "the Eisenhower Republicans," and "the U.S. party system." Most of the questions from students following Professor Salisbury's lectures concerned issues of contemporary American politics. Since the November 1984 presidential election was only a few weeks away at the time of the delegation's visit, many of the questions concerned the election itself.

REPORT ON THE FULBRIGHT PROGRAM FOR CHINA

During the visit the delegation had the assistance of Lynn Noah, Counselor for Press and Cultural Affairs, and Karl Olsson, Cultural Affairs Officer from the U.S. Embassy in Beijing. Karl Olsson in particular worked with hosts in the Ministry of Education to arrange the itinerary. Each of them traveled with the delegation for part of the visit and participated in all meetings. The following report was written by Lynn Noah in response to a request for an essay on the Fulbright Program for China.

REPORT ON THE FULBRIGHT PROGRAM

By Lynn Noah
Counselor of Embassy
Press and Cultural Affairs
U.S. Embassy, Beijing

With the signature of the world's first Fulbright agreement with China in 1947, the United States demonstrated its commitment to building long-term Chinese-American educational relations. Despite the difficulties at the time, the program enjoyed a fertile year from August 1948 to August 1949, particularly in American scholarship on China. American studies did not become a significant component of that early period: of the 27 American professors, research scholars, and graduate students in China before the program ended, almost all were in Chinese studies. Fulbright funds were able to assist 24 Chinese traveling to the United States for study and 83 Chinese students at U.S.-sponsored institutions in China.

Before its suspension in 1949, the program did identify, however, priorities still relevant today: the need to concentrate its limited funds on standard setting exchanges in the humanities and social sciences, the importance of developing scholarly knowledge of the other country in both the United States and China, the basic role of

Chinese and English language studies, and the necessity to build a foundation for higher education in China by contributing to modern library systems.

When the establishment of diplomatic relations between the United States and the People's Republic of China again made government sponsored exchanges possible in 1979, public and private funds for American scholars and graduate students to pursue Chinese studies were channeled through the National Program for Advanced Study and Research in China of the Committee on Scholarly Communication with the People's Republic of China (CSCPRC). Approximately 50 Americans now receive these grants each year.

Beginning with the spring 1980 semester, direct U.S. government funds supported a new Fulbright program for both American lecturers in China and Chinese lecturers, research scholars, and graduate students in the United States. Emphasizing English language teaching at first, this program, especially after 1982, concentrated on American literature and history and now has expanded to include American culture, law, management, economics, international relations, political science, philosophy, journalism, and library management. In 1985-1986, about 26 Fulbright grantees will be exchanged in each direction. American lecturers have been placed in 11 Chinese institutions in 1984-1985 and 13 are proposed for 1985-1986.

The new Fulbright program is but one small part of a fluid and rapidly expanding Chinese higher educational scene. Decimated by the Cultural Revolution, Chinese universities have received a high government priority in recent years. The number of institutions of higher education had grown to over 900 by the end of 1984, with almost 100 established in the past year. Higher education enrollment, channeled through a rigid national examination system, now stands at 1.3 million, the highest in Chinese history, and is scheduled for continued expansion. Graduate level programs are steadily being developed.

The Chinese government is conscious that the proportion of higher education enrollment per institution and relative to population is very low compared with other major countries. They are taking more flexible approaches to decentralize decision-making, enrollment, tuition, and contracting, as well as freeing some institutions from responsibility for dormitories and job placement. Major priority in expansion is being given to engineering and applied technology. Social sciences are also receiving considerable attention, including in Chinese definition, law and management. For example 30 universities now have law departments, a fivefold increase over the recent past.

International educational exchanges, with a focus on national development priorities, have been a major aspect in the expansion of Chinese higher education. Well over 30,000 students have gone abroad in recent years, with over 10,000 now returned. The Ministry of Education will maintain a high rate of at least 3,000 sponsored students a year going abroad and private exchanges are being encouraged at national, provincial, and local institutions. The government is seeking to expand its program of employing foreign experts in China to about 3,000. Most of these are used in language instruction and editing, primarily in English. A new effort is aimed at recruiting "super experts" in economics, trade, management, and technological fields.

Against this diverse and large-scale background the Fulbright program should have a clear purpose and identity. The first five years after the program's reestablishment in China have been a learning and problem-solving experience as the educators and students of both countries began again to have first-hand contact with each other after a 30-year gap. Problems encountered in these initial years have included:

- definition of the program's goals and scope;
- language difficulties;
- the extreme decentralization of the American educational system, which is hard for Chinese to envision, and the compartmentalization of the Chinese system which is often frustrating for Americans;
- professional isolation experienced by some of the American lecturers outside the classroom;
- residues of past ideological battles and the slow overcoming of cultural stereotypes on both sides and building of mutual confidence;
- providing sufficient advance information for lecturers before their departure from the United States in order to allow adequate preparation and the avoidance of last-minute changes in teaching requirements;
- improving the preparation of Chinese students so as to take advantage of what Fulbright lecturers have to offer (in many cases the lecturers come to departments which have just been established and which are still in the early stages of development and defining their own goals and programs);
- bringing the two directions of the program -- Chinese going to the United States and Americans coming to China -- into closer coordination so that they may complement each other rather than diffuse their energies;

- addressing problems of daily life -- housing, work space, meals, and transportation which if unresolved, can detract from the efficiency of the academic experience;
- developing opportunities for spouses to take advantage of their professional qualifications and to enrich their experience in China;
- finding ways to teach despite massive problems of textbook shortages and library deficiencies; and
- working out adequate channels of recruitment for qualified grantees from each country.

During the first years of the renewed exchanges much has been learned in each country of the other's system and progress has been made in dealing with these problems.

The Fulbright goals expressed in the initial U.S. legislation of promoting mutual understanding and contributing to scholarly intercultural knowledge have been substantially advanced. Compared with the state of American studies in China in 1979 the picture today shows active academic work underway as well as a clearer view of the problems. Analysis of grantee reports indicates that the majority of American lecturers in China believe they have had rewarding academic experiences and have returned home with greater understanding of China. Despite many obstacles they have been able to have exciting interaction with eager students. Many have had rich professional opportunities beyond the classroom such as joint research, participation in academic symposia, translation projects, advising graduate students, publication of their books in Chinese, and continuing communication with Chinese faculty. For most their China experience will be a broadening aspect of their personal and professional lives in the future. The first group of returned Chinese Fulbrighters are already influencing the methods and substance of scholarship in China and contributing to the several American studies centers.

During the past five years the scope of the Fulbright program has been defined as American studies in the broad sense. Its principal mandate is to help develop long-term scholarly knowledge of the United States in areas relevant to China and to strengthen the institutional basis for this scholarship.

Progress has been made in delineating the Fulbright program as an example of standards and directions in American studies distinct from the foreign experts program of the Chinese government. Much remains to be done in this regard.

Those concerned with the program in the United States and China believe that the first five years have been concerned with the establishment and expansion of the exchanges in a very fluid and difficult situation and that the next stage should be devoted to strengthening of this beginning, consolidation, focus, and improved quality and coordination. This implies a stabilization for at least three to five years in the fields served by the Fulbright exchanges until significant strengthening of existing fields can be achieved. It implies a cautious approach to the inclusion of new Chinese institutions and departments in the program until each can overcome existing problems and take on more independent roles in their selected fields. The lessons of the program's experience thus far suggest that this strengthening should take several forms:

1. Increased drawing upon the advice of the American and Chinese academic communities for ways to improve the quality of scholarship in established fields. These sources should be actively solicited for assistance in defining specific program goals and in the vital recruitment of candidates for Chinese and American grants.
2. The Chinese and American parts of the program must be brought closer together to strengthen the existing fields so that Chinese scholars can increasingly take on teaching and research responsibilities to ensure self-generating scholarship in the current fields and departments. As progress is made towards this goal, resources can be shifted to new fields in the future.
3. The program requires improved knowledge of the needs of each participating department. This information should be conveyed promptly to new American lecturers assembling materials for their courses before departure from the United States. Better regular liaison with faculty at some institutions during the teaching year is needed for maximum grant effectiveness. Similarly, departing Chinese grantees can be better selected and prepared for the American educational experience so that they meet specific departmental needs upon return to China.
4. Development of suitable teaching materials with Chinese and American participation is an urgent priority. Some program funds should be devoted to research grants to prepare materials in current fields drawing upon the knowledge of Chinese and American scholars previously involved in the programs.
5. Broadened sources of books in the selected fields should be developed. Provisions of recommendations to Chinese publishing houses, sponsorship of translations, assistance with copyrights, and other efforts to broaden Chinese commercial sales of books needed in American studies all offer at this time a fertile field for development.

6. Chinese university libraries should be assisted through Fulbright contribution to schools of library management and through consultations with professionally qualified grantees. The inclusion of library management lecturers in each year's program can also assist other American Fulbrighters at each institution. To facilitate faculty and graduate student research, acquisition of American studies primary source materials at principal American Studies centers through microform and other formats should be encouraged with grants, advice to the purchasing programs of Chinese libraries, and through the assistance of American foundations.
7. Curriculum development at American studies centers can be assisted through the USIA Academic Specialists Program and other sources.
8. The Inter-University Lecture Program, utilizing current American grantees to lecture at other Chinese universities in their fields, should be continued to help overcome problems of compartmentalization and to develop ways to strengthen teaching in the established fields. Thirty-two such lectures took place in the first term of 1984-1985, enriching teaching in these fields and improving coordination in American studies among institutions.
9. Experiments can be made in assembling specially selected students from all over China to study with a core group of Fulbright lecturers in an example-setting special program. The Shanghai Institute of Foreign Languages has proved the effectiveness of such an approach in American culture, and the teaching of American law in China may be another field in which such an experiment may produce results.
10. American universities could organize professional seminars in the summer for Chinese faculty members to update their knowledge of current trends in their fields, developments in methodology, and to improve their communication with American colleagues. With sufficient preparation, seminars could also be given in China with Chinese and American contributions.
11. Continued attention to improvement of living and teaching facilities at participating institutions can also produce worthwhile returns.

The past five years for Chinese higher education and for the Fulbright program as well have been a time of very rapid expansion, the charting out of long-term goals, and the delineation of difficulties to be overcome. The Fulbright effort in American studies can make its best contribution in the years immediately ahead by building on the work which has begun and by focusing its limited resources on the central problems which remain.

APPENDIX A

ITINERARY

AMERICAN STUDIES DELEGATION

October 11 - November 2, 1984

BEIJING

October 11 Arrive in Beijing at 11:30 PM on Pan Am 15
Drive to Xi Yuan Hotel

October 12 Peking University
9:00 AM Discussion with the Vice President of Peking University,
Sha Jiansun, and others on the Center for American
Studies
10:00 AM Lecture by Professor John William Ward: "American
Historical Experience and American Foreign Policy"
11:30 AM Lunch at the Shao Yuan Guest House and campus tour
2:00 PM Seminars with teachers and students from the
Departments of History, International Politics,
Sociology and Economics at Linhuxuan (the Guest House
of Peking University). Lectures on "Literature and
National Identity of America" by Alan Trachtenberg and
"A Close Reading of The Great Gatsby" by Leo Marx in
Room 405, Classroom Building 3.
6:00 PM Banquet hosted by Huang Xinbai, Vice Minister, Ministry
of Education at the Peking Duck Restaurant

October 13 Sightseeing
Morning Forbidden City and Temple of Heaven
Afternoon Summer Palace and Fragrant Hills (Xiang Shan)
6:00 PM Banquet hosted by Ding Shisun, President, Peking
University, at the Fragrant Hills Hotel

October 14 Sightseeing
Great Wall and Ming Tombs

October 15 Chinese Academy of Social Sciences
Morning Institute of Foreign Literature
Afternoon Discussion in two groups
 1) Institute of American Studies and Institute of
 World History
 2) Institute of World Economy and Politics and
 Institute of Law
6:00 PM Banquet hosted by the Institute of American Studies at
Fengzi Yuan Restaurant

October 16 Ministry of Foreign Affairs
Morning Institute of International Relations
Afternoon College of Foreign Policy
5:30 PM Reception hosted by Ambassador Arthur Hummel at the
U.S. Embassy
Evening Ballet

October 17
Morning Institute of Contemporary International Relations
Noon Working Lunch hosted by the Institute at the Fang Shan
Restaurant
Afternoon Visits in two groups
 1) Beijing Institute of Foreign Languages
 2) College of International Studies, MOE

October 18 Depart Beijing for Tianjin on 9:10 AM train

TIANJIN

- October 18 Arrive by train in Tianjin. Drive to Tianjin Friendship Hotel.
- Nankai University
- 2:00 PM Four Lectures: "American Historical Experience and American Foreign Policy" by John William Ward, "Nature of Community" by Kai Erikson, a lecture by Robert Salisbury, and "American Folk History" by Lawrence Levine. Mary Kelley holds discussion at the Philosophy Department guest house
- 7:00 PM Lecture: "Working Class Exceptionalism" by Herbert Gutman
- October 19
- 8:30 AM All delegation members hold discussions with appropriate academic departments
- 2:00 PM Erikson, Gaddis, Gutman, Kelley, Marx, Painter, and Trachtenberg present lectures
- 5:30 PM Banquet hosted by Nankai University President Teng Weizao at the Nankai Guest House
- October 20 Sightseeing in nearby countryside
- October 21 Depart for Jinan by train at 10:00 AM

JINAN

October 21 Arrive in Jinan by train at 4:30 PM. Drive to Nanjiao Hotel.

Shandong University

6:30 PM Banquet hosted by Professor Deng Conghao, President of Shandong University, and Honorary President Wu Fuheng

October 22

8:30 AM Discussions on American studies at Building 1, Old Campus, Shandong University with Wu Fuheng

10:00 AM Visit to Institute of Modern American Literature and University Library

2:00 PM Lectures at Shandong University given by: Trachtenberg and Marx at the Institute of American Literature, Ward and Gutman at the Department of History, Erikson at the Department of Sociology, and Lieberthal and Salisbury at Department of Scientific Socialism.
Levine, Kelley, Painter, and Gaddis visit Shandong Normal University

October 23 Sightseeing

8:00 AM Visit Daming Lake and Baodu Springs in Jinan

2:40 PM Depart for Nanjing on CAAC 5110

NANJING

October 23 Arrive in Nanjing at 4:30 PM. Drive to Jinling Hotel.

October 24 Nanjing University

8:30 AM Lectures presented by Ward, "The American Historical Experience and American Foreign Policy" and Salisbury, "Interest Group Politics and the Congressional Process"

9:30 AM Lectures presented by Levine, "Cultural Conflict in 20th Century America" and "American Folk History"

2:30 PM Lectures presented by Gaddis, "American Foreign Policy," Lieberthal, "American Policy Process and Sino-US Relations," Trachtenberg, "Literature and National Identity in America" and City and Country in American Literature and Culture," Salisbury, "The Behavioral Approach to the Study of American Politics," Erikson, "The Nature of Community in American Society," and Kelley, "American Religion and the American Past"

October 25

8:30 AM Lectures presented by Gutman, "Trends in American Working Class Historiography" and Marx, "The American Studies Movement"

9:30 AM Lecture presented by Painter, "Southern History"

2:30 PM Lectures presented by Marx, "Pastoralism in American Literature and in Contemporary Social Movements" and "A Close Reading of The Great Gatsby," Ward, "Individualism: An American Ideal," and Salisbury, "American Pluralism in Theory and Practice"

5:00 PM Bill Ward meets Lin Zibing, Director of the Nanjing - Johns Hopkins University Center for Chinese and American Studies

6:00 PM Banquet at Nanjing University Guest House hosted by Vice President Feng Zhiguang

October 26

Morning Sightseeing: Sun Yatsen Mausoleum
Afternoon Free
6:35 PM Depart for Wuhan on CAAC 3512

WUHAN

October 26 Arrive in Wuhan at 8:35 PM. Drive to Qingchuan Hotel

October 27 Wuhan University
9:00 AM Delegation meets with Professors Liu Xuyi, Director of the Institute of American History and Wu Jixian, Director of the Institute of United States and Canadian Economics
11:00 AM Delegation meets with Vice Presidents Qi Minyou and Tung Mulin
Noon Working Lunch hosted by President Liu Daoyu
2:30 PM Delegation delivers lectures and holds discussions with students

October 28 Sightseeing in Wuhan: Donghu Lake and Hebei Provincial Museum

October 29
9:30 AM Depart for Shanghai on CAAC 5308

SHANGHAI

- October 29 Arrive in Shanghai at 1:30 PM. Drive to Shanghai Mansions Hotel
Afternoon free for shopping and sightseeing
- October 30 Fudan University
9:00 AM Delegation is greeted by Vice President Zou Jianqiu for discussions on American studies at Fudan; tour the library. Lunch at the Fudan faculty dining hall.
2:00 PM Lectures presented by Ward, "The American Historical Experience and America's Place in the World" and Gutman, "Trends in American Working Class Historiography" to faculty and students from the Departments of History and Foreign Languages and Literature.
Lectures presented by Erikson, "Nature of Community in American Society" and Trachtenberg, "Literature and National Identity in America" to faculty and students the Departments of International Politics and Department of Foreign Languages and Literature.
Lecture presented by Gaddis, "Recent Trends in the Historiography of post-WWII American Foreign Policy" to faculty and students from the Department of International Politics.
Lecture presented by Salisbury, "Interest Group Politics and Congressional Process" to faculty and Students from the Departments of International Politics and International Economy.

Discussions follow all lectures

7:00 PM Peking Opera
- October 31
9:00 AM East-China (Huadong) Normal Univeristy
2:00 PM Shanghai Academy of Social Sciences
Evening Delegation hosts dinner at Shanghai Lao Fan Dian for MOE escort, Cao Siping.
- November 1
9:00 AM Visit to Shanghai Institute of Foreign Languages
afternoon Free
evening Banquet in honor of the delegation at the Shanghai Mansions Hotel hosted by Fudan University President Xie Xide
- November 2
morning Depart for airport and home on Northwest 88 at 9:30 AM.

APPENDIX B

LIST OF HOSTS AND PEOPLE MET AT EACH INSTITUTION

BEIJING

Ministry of Education

Huang Xinbai, Vice Minister of Education
Yu Fuzeng, Deputy Director, Foreign Affairs Bureau

Peking University

Ding Shisun	President
Sha Jiansun	Vice President
Ma Shiyi	Deputy Librarian and Vice Director of Center for American Studies
Hong Junyan	Associate Professor and Vice Chairman of Economics Department; Vice Director of Center for American Studies
Qi Wenying	Associate Professor, History Department
Guan Yushan	Advisor, Center for American Studies
Tao Jie	Associate Professor, English Language and Literature Department
Li Funing	Professor and Chairman of English Language and Literature Department
Yuan Fang	Professor and Chairman of Sociology Department
Li Yuanchao	Assistant Professor of International Politics, Institute of International Law
Shen Huihui	Assistant Professor, English Language and Literature Department

Li Xilao	Assistant Professor, English Language and Literature Department
Li Chun	Institute of International Law
Zhao Maoxun	Deputy Director, Foreign Affairs Office
Chen Xun	Foreign Affairs Office

Center for American Studies
Peking University

Following is a list of the faculty who were affiliated with Beida's American Studies Center at the time of our visit in October 1984. Our delegation did not meet all of these people, but their names are presented here for general information.

Wang Tieya	Director
Zhao Baoxu	Deputy Director
Ma Shiyi	Deputy Director
Hong Junyan	Deputy Director
Guan Yushan	Advisor

From the Department of International Politics

Liu Jingzhi
Li Shisheng
Liang Gensheng
Gong Wenxiang

From the Chinese Department and the English Language and Literature Department

Yang Zhouhan
Tao Jie
Ge Anlin
Chen Juilan
Li Xilao
Dai Xingyue
Kong Xiaozhuo
Yue Daiyun
Wen Rumin
Zhu Jinpeng
Ding Hongwei

From the Department of International Law

Sheng Zhongling
Shao Jin
Li Yuanchao
Bai Gueimei
Liu Gaolong
Yuan Ming
Li Chun

From the Department of Sociology

Hua Ching

From the Department of Economics

Du Du

Fang Jiaxiang

Tian Xiaohua

He Xiangfeng

Li Qingyun

Wang Yijiang

Shan Zhongdong

Liu Haibing

Zhao Hongcheng

Xiao Sheng

Cheng Jiangshi

From the Department of History

Qi Wenying

Luo Rongqu

Yang Liwen

Zheng Yaying

Luo Zhengqing

Tang Dengrong

He Shunguo

Man Yunlong

Cheng Yong

Ye Ling

Li Wei

Yang Zhiguo

Chinese Academy of Social Sciences

Institute of American Studies

Li Shenzhi

Director

Researchers

Wu Chenying

Li Daokui

Liang Peishu

Cao Depian

He Zhigong

Cheng Hua

Song Jouguang

Jing Chenjiu

Ning Li

Zhang Xiaoping

Yu Chiyong
Huo Shiliang
Wang Pengzhou
Wan Qing
Yang Yongyo
Hua Di
Zhao Gui
Huang Qi
Hao Yi
Wang Qifeng
Wu Zhan
Li Miao (interpreter)

Institute of World History

Huang Shaoxiang
Hu Guocheng
Hao Gueiyuan

Institute of Foreign Literature

Zhu Hong
Chang Jinxu
Jiang Xianchun
Chang Yingliu
Luo Shaodan
Liu Roduan

Institute of International Relations
Ministry of Foreign Affairs

North American Division

Zi Zhongyun	Senior Fellow
Zuang Tzubing	Senior Fellow
Jin Junhui	Senior Fellow
Xie Xiaochuang	Research Fellow
Lin Meini	Research Fellow

College of Foreign Affairs
Ministry of Foreign Affairs

Liu Pei	U.S. policies toward China, 1949-1953
Zhou Yiqi	History of modern international relations
Zhu Caixia	Post 1945 American history; black history
Yang Chuang	History of modern international relations
Li Xuewen	Modern Chinese diplomatic history

Zhou Qipeng	U.S. foreign policy and international relations since the end of WWII; theory of international relations
Pan Peiyang	History of international relations since the end of WWII; Africa in post WWII international relations
Ou Ya	Contemporary world history
Zhou Zunnan	History of contemporary international relations; Munich conspiracy; U.S.-Soviet relations since 1945
Zhang Lili	Sino-Japanese and U.S.-Japanese relations since 1945
Lin Changsheng	Sino-American relations since 1945
Qu Mo	History of China's foreign relations
Wu Guoyi	Modern Chinese diplomatic history
Wu Dongzhi	Chinese diplomatic history
Lu Yi	History of international relations
Xie Yixian	History of China's foreign relations
Huang Ping	History of international relations

Institute of Contemporary International Relations

Ren Pingsheng, Vice President

North American Division

Song Baoxian, Deputy Director

Researchers

Zhou Jirong
He Yuzang
Zhu Youwei
Lu Oihang
Li Gang
Cao Guojian
Zhong Ming
Wang Teching
Wang Danmo

TIANJIN

Nankai University

Teng Weizao
Wang Dasui

President
Vice President

Wei Hongyun

Chairman, Department of History and Professor
of Contemporary Chinese History

Wang Dunshu	Vice Chairman, Department of History and Professor of Ancient World History
Yang Shengmao	Chairman, American History Research Section, Department of History
Zhang Youlun	Professor of American History
Feng Chengbo	Professor of American History
Yi Tingzhen	Professor of Economics and American History
Lu Jingsheng	Professor of American History
Li Qing	Professor of American History
Ni Ting	Graduate Student, Department of History
Kong Qingshan	" " " "
Yu Maochun	" " " "
Xu Guoqi	" " " "
Pang Songfeng	Director of Foreign Affairs Office

JINAN

Shandong University

Deng Cunghao	President
Wu Fuheng	Honorary President
Yu Yinjie	Chief, Foreign Affairs Office
Ma Changyi	Deputy Chief, Foreign Affairs Office
Gao Weizhen	Director of the Department of Education, Shandong Province
Xu Jinze	Professor, Department of Sociology
Ge Muchun	Chairman, Department of History
Zhao Minyi	Chairman, Department of Scientific Socialism
Zhu Ming	Associate Professor, Department of History
Guo Jide	Associate Professor, Institute of American Literature

Shandong Normal University

Liu Zuochang	Professor, Department of History
Zhao Hongwei	Staff Member, Foreign Affairs Office
Wei Lugin	Staff Member, Foreign Affairs Office

WUHAN

Wuhan University

Liu Daoyu	President
Qi Minyou	Vice President
Tung Mulin	Vice President
Liu Xuyi	Professor of American History; Director of the Institute of American History, Department of History
Wu Jixian	Director of the Institute of United States and Canadian Economics
Zhao Deyan	Professor and Vice Director of the Institute of United States and Canadian Economics
Cui Wenkai	Vice Chairman of English Section in the Foreign Languages Department
Tan Junjiu	Lecturer, History Department
Li Shidong	Professor and Vice Chairman of the Institute of American History
Li Hongshan	Lecturer of American History in the History Department
Chen Youbin	Chief, Foreign Affairs Office
Li Haojie	Staff member, Foreign Affairs Office

NANJING

Nanjing University

Peng Zhiquang	Vice President
Zhao Shuming	Head of the International Exchange Program, Foreign Affairs Office
Xue Shanhua	Director, Foreign Affairs Office
Zhang Qijun	Vice Director, Foreign Affairs Office

Department of Foreign Languages and Literature

Zuo Kong	Associate Professor
Yao Yongcai	Associate Professor
Xu Xin	Assistant Professor
Zhang Junghuan	Assistant Professor
Wang Xisu	Lecturer
Zhang Ziqin	Lecturer
Liu Lianping	Lecturer
Wu Qin	Lecturer
Jin Zhuyun	Lecturer
Zhu Jia	Graduate Student
Chen Mei	Graduate Student

SHANGHAI

Fudan University

Xie Xide	President and Director of the American Studies Center
Zou Jianqiu	Vice President
Li Fugeng	Professor, International Politics Department
Cao Peilin	Professor, International Politics Department
Zhen Shiping	Professor, International Politics Department
Zhuang Xichang	Vice Chairman, History Department
Gu Xiaomin	Professor, History Department
Shen Xiaohong	Lecturer, History Department
Lu Yimin	Deputy Director, Office of Exchange Programs and Deputy Director, Center for American Studies
Zhou D. R.	Staff Member, Office of Exchange Programs
Shen Peioi	Staff Member, Office of Exchange Programs

Shanghai Foreign Languages Institute

Hou Weirui, Vice President

East China Normal University

Guo Yushi	Vice President, Professor
Guo Shengming	Professor, History Department
Chen Yu	Professor, Department of Library Science
Shi Xiaochong	Professor, Department of Politics
Wang Zhiliang	Associate Professor, Chinese Department
Xiong Yupeng	Lecturer, Chinese Department
Pan Renjie	Associate Professor, History Department
Chen Rulong	Lecturer, Foreign Languages Department

APPENDIX C

LECTURE AND SEMINAR TOPICS
OF THE
DELEGATION MEMBERS

JOHN WILLIAM WARD

Individualism: An American Ideal

The word "individualism" came into the English language to describe the social values of the United States in the early 19th century. That fact suggests an even more important fact, namely, it took a particular kind of society to generate the ideal of individualism. The lecture (seminar) will deal with the historical context in the 19th century of the ideal of individualism in American society and raise questions about its viability in an advanced and interdependent society.

American Historical Experience and American Foreign Policy

The way in which a people look at the rest of the world derives in part from their own historical experience. One cannot fully understand American attitudes toward the rest of the world, that is, American foreign policy, without understanding the historical experience of the American people which helped shape their self-understanding about their relation to other nations. This is not a lecture (seminar) on American foreign policy per se, but rather on how the historical experience of the American people provides an emotional background to American perception of the place of the United States in the world.

KAI ERIKSON

The Nature of Community in American Society

One finds many different kinds of community in America, in part because of the great variety of people who settled the country, and in part because the first European arrivals had to deal with the paradoxical task of creating communal forms that had been a product of tradition elsewhere. The presentation would first deal with the nature of community from a sociological point of view and then turn to some of the forms which community has taken on the American cultural scene: the 17th century New England town, the mountain community of Appalachia, the midwestern farming village, the utopian commune, and the immigrant ghetto.

JOHN GADDIS

Recent Trends in the Historiography of Post-World War II American Foreign Policy

The past decade has seen the emergence of what has come to be known as the "post-revisionist" school of historical interpretation with regard to the much argued question of the origins of the Cold War. This lecture would discuss the characteristics of this approach, indicate how it differs from the "orthodox" and "New Left" approaches that preceded it, and conclude with suggestions as to future directions research on Cold War origins is likely to take.

The Reinterpretation of United States Diplomatic History in the Light of New Archival Sources

The field of recent American diplomatic history has been very much enriched in the past few years by the opening of previously classified documents on postwar diplomacy both in this country and in Great Britain. This lecture would concentrate on what these new documents show, particularly regarding the postwar history of Sino-American relations.

The Strategy of Containment

The idea of containment has meant many different things to different people since George Kennan first used the term to characterize American policy toward the Soviet Union in 1946. This lecture would concentrate on the way in which the idea of containment has evolved over the years and would in particular seek to relate these changes to domestic political and economic influences.

HERBERT GUTMAN

Trends in American Working Class Historiography

After briefly examining the contributions and weaknesses of the Commons school and the Stalinist school of American working class history, we explore the so-called "new labor history." The impact of E.P. Thompson's work is assessed as it has affected our understanding of early native white American workers, immigrant workers, and Afro-American workers after slavery.

The American Working Class and American "Exceptionalism"

Unlike the European working class, the American working class did not reproduce itself. That fact, it is often argued, is a clue to understanding American distinctiveness. But all nationals have a

distinctive history. Putting aside abstract models against which a country's or a class' history is "measured," we examine recent scholarship in working class history as it relates to working class tradition and radicalism in the United States.

The Afro-American Family in Historical Perspective

Why and how historians have changed their interpretation of the Afro-American family is examined. We explore the relationship of this scholarship to the "new labor history" and to the problem of historical periodization.

MARY KELLEY

Women and American History: A New Field Emerges

One of the striking recent developments in the study of American past has been the inclusion of women's history. Not only have we recognized that women have been active participants in the elaboration of American culture, but we have also discovered that women's experiences and expectations have frequently differed from those of male counterparts. Equally important, we have come to realize that women themselves do not constitute a monolithic entity; instead, factors such as historical context, class, and race shape women's experience and perspective.

American Religion and the American Past

In the last couple of decades historians have given particular consideration to the central role played by religious ideas and institutions in the shaping of American culture. Topics which are being addressed include the meaning of religious freedom, the emergence of civil religion, and the relationship between Protestantism and social movements.

LAWRENCE W. LEVINE

American Folk History

In recent years, many American historians have been engaged in the search for ways to restore the voice of those who have been rendered historically inarticulate by historians who have concentrated upon sources more representative of the educated elite than of the bulk of the population. One of the several methods emphasized has been the use of folk materials -- songs, tales, riddles, proverbs, games, jokes, dance, anecdotes, oral reminiscences -- to help recreate the historical experiences of those who have not left behind them the written materials most historians have been taught to rely upon.

Afro-American history, both during and after slavery, affords an excellent example of how such materials can help to restore a lost past.

Cultural Conflict in 20th Century America

American historians have studied the impact of modernization upon American political and economic institutions, but have not yet paid sufficient attention to modernity's cultural impact. In the 19th century, Americans developed a central ideology concerning such concepts as nature, mobility, success, progress, individualism, freedom, and the world role of the United States. This traditional set of ideas was profoundly affected by such forces of modernization as industrialization, urbanization, and the new immigration. There can be no complete understanding of 20th century American history without understanding that large segments of the population resented and resisted these changes in the traditional worldview. This resistance has led to recurring cultural conflict which has been particularly marked and important in the 1920s, the 1950s and the present.

KENNETH LIEBERTHAL

American Policy Process and Sino-U.S. Relations

Foreign policy in the United States is the product of a complex series of relationships. These involve different units within the Executive branch as well as a range of groups in the Congress. On certain issues, the private sector also plays a significant role. Policy toward China has involved all of these different participants. While "national interest" has certainly helped to shape America's China policy, that policy can only be fully understood if this complex array of domestic forces is also brought into the analysis. This presentation should help clarify two important issues: To what extent does the President control policy toward China? How does the foreign policy decision-making process influence the substance of policy itself?

LEO MARX

The American Studies Movement

This is a discussion, keyed to my own experiences in the field since the late 1930s, of the origin, development, and the key ideas of the American studies movement within our universities from its beginnings in the New Deal era to the present. Among the topics are: the social and intellectual motives for establishing the field of

American studies; the difference between the conception of American studies in the United States and elsewhere; the success of American studies in gaining its original objectives; the relationship between American studies and U.S. foreign policy after World War II; the current loss of purpose in the movement, and its fragmenting into a variety of subordinate concerns such as the women's movement, black studies, popular culture studies, etc.

Responses to Technology in the United States

The response to the onset of industrial technology in the early 19th century is related to changing conceptions of "progress" (the dominant American secular world view). The transition from the Enlightenment belief in technological innovation as an aspect of political liberation to the much narrower technocratic idea by the time of Frederick Winslow Taylor and the Scientific Management movement is discussed. The idea of the most rapid possible rate of technological innovation as a sufficient basis for social progress is explored.

Pastoralism in American Literature and in Contemporary Social Movements

The concept of pastoralism as an ancient world view that was adapted to the special conditions of American life and thought as an alternative to the (dominant) progressive ideology is explored, including the relationship between pastoralism as a world view and the "pastoral" as a literary form in classic American literature, and the diffusion of the pastoral ideal in such contemporary social movements as environmentalism and anti-nuclear power (and weaponry). The great usefulness of pastoralism as a category is that it provides a link between general ideas and literary forms, between social change, politics, and literature in the United States.

A Close Reading of the The Great Gatsby

This illustrates the way the American studies approach to literature combines formal (textual) with a social (or contextual) analysis. This talk presumes a familiarity with the text.

NELL IRVIN PAINTER

Southern History

Since early in the 19th century, when slavery and plantation agriculture increasingly set its social and economic trajectory at variance from those of the other regions of the country, the South has seen itself and has been seen by others as a distinctive part of the

United States. For the most part, however, and with significant exceptions, southern history has been the history of elites, more exactly, of the planter class, but this is changing. The civil rights movement, the new left, and feminism have all broadened the writing of southern history since the 1960s, so that now it more often treats the experiences and thoughts of southerners who were other than wealthy, white, and male, so that southern history is now one of the most dynamic and attractive fields in American studies. Within the field, I concentrate on the history of black and white industrial workers since 1900.

Afro-American History

Afro-American history is not a new field, but the ways in which it is written have changed dramatically since the civil rights movement that gave it renewed impetus. Before the 1960s, Afro-American history was the preserve of two sorts of writers: blacks seeking to encourage race pride, who wrote a history of great individuals who made contributions to American society; and radicals, who saw blacks as the most oppressed people in the United States and who wrote of oppression and resistance. Recent writing has sought simply to uncover large areas of the Afro-American past that have not been investigated, to delve into Afro-American culture, and to study local history for the interplay of black culture and race relations. The study of black women and black workers is newer still and has not received the attention that it deserves. Within the field of Afro-American history, my specialty is black workers.

ROBERT SALISBURY

American Pluralism in Theory and Practice

During the 1950s most American political scientists agreed that the American political system was highly pluralistic, characterized by many diverse groups competing for power and influence and open to new groups that might arise. In the 1980s this point of view was sharply criticized and instead the inequalities in resources and rewards of political action were stressed. Today the issue remains important. How open is the political system to new groups? Does the interest group system offer a realistic prospect of redistributing wealth or does it reinforce the structure of power? Is America more pluralistic than other industrial democracies?

Interest Group Politics and the Congressional Process

The ways that interest groups work with Congress to influence policy decisions, the dynamics of congressional decision making and

the importance of local constituency concerns, and the ways by which large issues of national significance are converted into issues of primarily local concern and decided on the basis of their local effects are presented.

The Behavioral Approach to the Study of American Politics

Beginning in the 1950s and centering largely around survey research, American political scientists generally sought to move away from their traditional preoccupation with philosophy, legal codes and formal institutions and to focus on what ordinary people actually said and did regarding politics. In addition, there was a great increase in participant observation and other types of field work to bring the investigator into much closer contact with the realities under study. Much of this work has been cast in quantitative form and subjected to statistical analysis and, increasingly, the use of mathematical models along lines similar to those methods employed in economics. This so-called behavioral revolution has had its critics, however, and many political scientists are coming now to rediscover the importance of philosophical values and formal institutions in the American political world.

ALAN TRACHTENBERG

Literature and National Identity in America

A quest for cultural independence and national identity played a prominent role in the development of a native American literature. Early in the 19th century writers felt a need to free themselves from the domination of European -- chiefly English -- cultural and literary models, and to assert the legitimacy of an American culture in its own right. Thus it is not surprising that the meaning of America itself has been a major theme in American writing, from the American Renaissance (Emerson, Thoreau, Hawthorne, Melville, Whitman) to the 20th century (F. Scott Fitzgerald, Ralph Ellison, and Norman Mailer, for example). The theme of national identity has been closely intertwined with a number of other currents in American culture: the evangelical tradition, the frontier and "manifest destiny," and ethnic pluralism.

City and Country in American Literature and Culture

Even as American life became increasingly urban, and the big city displaced the small town as the home of most Americans (in the 1920s), an aura of nostalgia attached itself to the countryside, to wilderness and open land as well as to settlements and small towns. A dialectic between city and country remains a key issue in American culture in general, and a force in American art, literature, painting, and

photography. By focusing on this broad theme and its related issues of pastoralism and primitivism, agrarianism and urbanism, we can trace the responses of writers and artists to the major patterns of social change in the United States as it developed from a predominantly rural to predominantly urban and metropolitan society.

APPENDIX D

A BRIEF INTRODUCTION OF AMERICAN HISTORY TEACHING AND RESEARCH GROUP DEPARTMENT OF HISTORY

PEKING UNIVERSITY

Peking University was the first university in China to offer courses in American history. Professor Qi Sihe (Ch'i Sze-Ho, 1907-1980) first introduced this subject. Professor Qi was the first Chinese student to be awarded the Harvard-Yenching Institute scholarship for doctoral study at Harvard. He began study there in 1931 under the guidance of several famous American professors such as Authur Schlesinger, Sr. and Samuel Eliot Morison. He returned to China after receiving his degree in 1935. The first course Professor Qi offered at Peking University was American history.

Half a century has passed since the first course in American history was offered here. After liberation of our country and especially after 1980, under the leadership of the department and the university the teaching and research in American history has proliferated. Since 1981, the American History Teaching and Research Group at Beida has presented over ten courses on the subject. We are now working on the first volume of the general history of the United States, and we are also writing about all the items of the colonial era of the United States for the encyclopedia of the People's Republic of China. This year we began to send graduates to further their studies in the United States.

We have also exchanged ideas with individual colleagues at home and abroad and have established contacts and cooperated with university departments that specialize in this field. Since 1981, such exchange has become more frequent. Almost all of the prominent

Chinese scholars in the field have come to the department to lecture on the subject or preside over symposia. The third symposium about compilation of the six volume general history of the United States was, in fact, held here in 1983. In recent years foreign professors have visited and taught in the department. These included John Hope Franklin of the University of Chicago, Michael Kammen of Cornell University, Elbert Benjamin Smith, Jr. of the University of Maryland, and Leon Litwack of the University of California. Last spring Jack R. Pole of Oxford University stayed for a month and lectured in early American history. In 1982, the first Fulbright professor, William Whiteside, taught American history in the department. Presently, Bruce M. Stave of the University of Connecticut is a visiting Fulbright professor; this semester, he is teaching a survey of American history. Through the visiting scholars, Fulbright program, and several institutes we have received many books which are very helpful in teaching and research on American history here.

During the last five years members of our American History Teaching and Research Group have visited universities abroad, participated in conferences overseas, and collected historical source materials. Currently Professor Luo Rongqu is on his way to the University of Chicago for a conference. In October, Professor Qi Wenyong was elected to be a Christensen Visiting Fellow, St. Catherine's College, Oxford University; she will visit Oxford next spring. All of these activities greatly benefit us.

From 1980 through the present, we have paid greatest attention to the colonial period of American history, 1607-1789. We have trained a group of young scholars and our achievements in early American history have been recognized in China and have been of interest to foreigners. For example, Professor Michael Kammen, after participating in a seminar here, praised our program and the academic atmosphere in which we train students. Upon his return to the United States, he has maintained contact with us and has provided a fellowship for one of our students and has continued to send books. Last spring, Professor Jack R. Pole of Oxford University admired our ability to attract to Beida distinguished English and American historians. He also praised our seminar in early American history.

In the future, aside from concentrating on early American history, we plan to develop such new fields as American women's history, urban history, American social and cultural history, and the history of Sino-American relations.

We welcome cooperation and assistance from colleagues at home and abroad.

**Members of the American History Teaching
and Research Group and Their Research Field**

Qi Wenying	Head of the Group, early American history, early Sino-American relations
Luo Rongqu	American contemporary history, modern Sino-American relations
Yang Liwen	Black American history
Zheng Yaying	History of the American civil rights movement
Tan Shengan	History of American foreign relations
Luo Zhengqing	Collection of materials and archives
He Shunguo	History of American westward expansion
Si Meili	The Great Awakening Movement

Foreign Professors of American History and
the History of Sino-American Relations
who visited our Department
1979 - 1984

W. M. Bagby	West Virginia University
H. Berman	University of Minnesota
E. D. Cronon	University of Wisconsin
J. H. Franklin	University of Chicago
M. Kammen	Cornell University
L. Litwick	University of California
K. C. Liu	University of California
J. R. Pole	Oxford University
E. B. Smith	University of Maryland
B. M. Stave	University of Connecticut
T. K. Tong	City College of New York
J. F. Wall	New York University
M. L. Wallace	John Jay College
W. B. Whiteside	Bowdoin College

Courses in American History at Beida given by
Chinese and Foreign Scholars
1980 - 1984

American History Survey
Early American History
Contemporary American History
Introduction to American History
American Political Thought and Political Institutions
Research on the Colonial Period of American History
Research on the American Revolution and Constitution
Modern American History
Black American History
Civil Rights Movement in America
Seminar on American Revolution

APPENDIX E

NANJING - JOHNS HOPKINS UNIVERSITY CHINESE AND AMERICAN STUDIES CENTER

Curriculum: 1986-1987

- I. Courses to be offered by American professors to Chinese students (in English):
 - A. History and Society
 1. Modern American History
 2. Culture and Society in America
 3. Problems in Contemporary American Society
 - B. Economics
 1. Business Management
 2. Culture and Society in America
 3. Problems in Contemporary American Society
 - C. Politics and Government

American Political System and Institutions
 - D. International Relations and Politics
 1. International Law
 2. Contemporary Theory in International Relations
 3. U.S. Foreign Policy Since World War II
 4. U.S. Foreign Policy-Making
 5. U.S. Foreign Policy Toward China Since 1945

II. Courses to be offered by Chinese professors to American students (in Chinese):

A. History

General Survey of Chinese History from 1840 to 1984

B. Economics

1. Domestic Economy in China
2. China's External Economy
3. Chinese National Economy

C. Politics and Government

1. The Constitution of the People's Republic of China
2. Chinese Government and Politics
3. Chinese Criminal Law
4. Mao Zedong Political Thought

D. Foreign Policy

1. Modern and Contemporary Chinese Diplomacy
2. Foreign Aid
3. International Communist Movement
4. China's Policy Towards the Regions

E. Advanced Modern Chinese Language