



# **15th Annual American Studies Network Conference**

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***The Impact of Educational Exchange on US-  
China Relations: Yesterday, Today and  
Tomorrow***

**November 2-4, Shanghai  
Co-Sponsored by: East China Normal University  
US-China Education Trust**

**With the Support of  
New York University Shanghai and The U.S. –China New Perspectives  
Foundation**



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**FRIDAY, NOVEMBER 2, 2018**

**Noon – 8:00 pm**      **Registration: Powerlong Artels Hotel**  
**6:00 – 7:30 pm**      **Informal Welcome Dinner**  
                                 **Location: Powerlong Artels Hotel**  
                                 (宝龙艺悦酒店: No.39-1 Shangyi Road)

**\*Registration Information: Participants should pay the registration fee in cash (1000 RMB/person regular, 400 RMB/person for graduate students) and sign on a signature page to be eligible for the conference and obtain the related materials.**

**SATURDAY, NOVEMBER 3, 2018**

**8:00 – 9:00 am**      **Registration**  
                                 **Location: East China Normal University - Minhang Campus**  
                                 **School of Foreign Languages**  
                                 No. 500, Dongchuan Rd., Minhang District, Shanghai  
                                 华东师范大学, 闵行校区, 外语学院  
                                 上海市闵行区东川路 500 号

**9:00 – 9:15 am**      **Opening Ceremony**  
                                 **Location: School of Foreign Languages, Room 333**  
  
                                 **Welcome**  
                                 Wang Rongming, Vice President, East China Normal University  
                                 **Opening remarks**  
                                 Ambassador Julia Chang Bloch, Founding President, US-China Education  
                                 Trust  
                                 Zhou Zhixing, President, US-China New Perspectives Foundation

**9:15 – 10:30 am**      **Plenary Session I**  
                                 Chair: Ambassador Julia Chang Bloch, US-China Education Trust

**9:15 – 9:35 am**      **Keynote Address I**  
                                 ***The Last Fifteen Years: China, USCET, and Transnational American***  
                                 ***Studies***  
                                 Shelly Fisher Fishkin, Joseph S. Atha Professor of the Humanities  
                                 Professor of English and Director of American Studies, Stanford  
                                 University; former President, American Studies Association

- 9:35 – 9:55 am      **Keynote Address II**  
***Revisiting Educational Exchange Amidst Current Tensions in US-China Relations***  
Cheng Li, Director, John L. Thornton China Center, Senior Fellow,  
Foreign Policy, Brookings Institution
- 9:55 – 10:30 am      **Q&A**
- 10:30 – 11:00 am      Group photo and tea break**
- 11:00 – 12:15 pm      Plenary Session II**  
Chair: Jeffery Lehman, Vice Chancellor, New York University-Shanghai
- 11:00 – 11:45 am      **Keynote Panel**  
Panelists:  
***Four Decades of Educational Exchange: A Personal Journey***  
Fei Chunfang, Director, American Studies Center, East China Normal University
- International Tertiary Education and the Fulbright Legacy in the United States***  
Shirley Geok-lin Lim, Writer and Professor, University of California, Santa Barbara
- Connecting a Different Reading Public: The Compilation of A Companion to American Literature***  
Yu Jianhua, Distinguished Professor, English and American Literature, Shanghai International Studies University
- 11:45 – 12:15 pm      **Q&A**
- 12:30 – 1:30 pm      Lunch**  
**Location: Qiushi Canteen (秋实阁二楼)**
- 1:30 – 3:00 pm      Concurrent Session I**  
**PANEL I: America in the Trump Era**  
**Location: Home of Faculty (一楼教工之家)**  
Chair: Yao Guigui, Professor, Jiangnan University  
Discussants:  
***The Rural American and Trump's Win***  
Yao Guigui, Jiangnan University

***Trump's Civil Religion: a Paradigmatic Shift?***

Ma Dezhong, Shanghai University of Engineering Science

***Paradigm Shift of American Religious Tradition and Trump's Election Win***

Li Junfei, Shanghai Dianji University

***The Influence of New Media on U.S. Political Ecology: An Analysis Using Donald Trump and Twitter as Example***

Zhang Hanfu, National University of Defense Technology

***Anti-Free Trade Trump, Why Congress did not Rein in***

Song Zifeng, Beijing Foreign Studies University

**PANEL II: American Politics and Policy**

**Location: Room 319**

Chair: Priscilla Roberts, Professor, City University of Macau

Discussants:

***The Council on Foreign Relations and the Making of US China Policy, 1950-1980***

Priscilla Roberts, City University of Macau

***John Jay's Diplomatic Thought and Practice***

Chen Juebin, Beijing Foreign Studies University

***The Politicization of Immigration in the U.S: Process and Its Effect***

Tang Huiyun, Shanghai Academy of Social Sciences

***Institutional Deficiencies of the Paris Agreement and China's Compliance Capacity after US's Withdrawal***

Zou Xiaolong, Wang Xiaoxue, School of International and Public Affairs, Jilin University

***The Changes and Continuities of American Policies in the Trump Era***

Cheng Yaoyao, China Foreign Affairs University

***Party Identification of American Ethnic Minorities***

Xu Hanpiao, East China Normal University

**PANEL III: U.S.-China Educational Exchanges**

**Location: Room 115**

Chair: Wang Bo, Professor, International Studies College, National University of Defense Technology

Discussants:

***Thoughts on American Studies in Foreign Languages Program in China***

Wang Bo, National University of Defense Technology

***On the Future of U.S.-China Educational Exchanges: A Perspective of America's China Identity and American Domestic Politics***

Liu Huihua, Beijing Language and Culture University

***Recalibrating International Education Exchanges Between the USA and China***

Rick Arrowood, Eva Kampits, Northeastern University

***A Digital "Historical Gaze" of Chinese Students in Iowa, 1911-1930***

Wan Shu, Department of History, University of Iowa

***Studying America from Below: The Problem of Research Relevance in China's American Studies***

Zhang Guoxi, Beijing Foreign Studies University

**PANEL IV: Comparative American Literature in Chinese Context**

**Location: Room 525**

Chair: Jin Hengshan, Professor, East China Normal University

Discussant:

***The Impact of American Literature in Chinese Context***

Jin Hengshan, East China Normal University

***American Education and China's Route to Modernization---A Chronicle Analysis of Pearl S. Buck's Fiction of Chinese Intellectuals***

Zhu Hua, Shanghai Ocean University

***Deism and Daoism in Washington Irving's Rip Van Winkle***

Fang Kairui, Guangdong University of Foreign Studies

***Re-examining Model Minority Myth in Contemporary Chinese American Literature***

Wu Yue, East China Normal University

***Racial Performativity on a Hybrid Stage: On the Postmodern Dramatic Strategies in David Henry Hwang's Yellow Face***

Qi Yaping, East China Normal University

***A Study on Women Writers of Chinese American Literature***

Ye Min, East China Normal University

**3:00 – 3:10**

**Tea Break**

3:10 – 4:40

**Concurrent Session II**

**PANEL I: American Soft Power and the Legacy of the Boxer Indemnity Scholarship**

**Location: Room 319**

Chair: Fu Meirong, Professor and Deputy Director, American Studies Center, Beijing Foreign Studies University

Discussants:

*The Role of American Boxer Indemnity Scholarship Recipients in Saving China through Science (1909-1949): the Case of Academia Sinica Members*

Fu Meirong, Beijing Foreign Studies University

*Understanding is Deepened in International Communication---My Experience as Fulbright Scholar-in-Residence*

Ji Min, Sichuan Normal University

*Chants Soft Power: A Study on American "Boxer Indemnity Scholarships Program"*

Zhang Tianyi, School of Foreign Languages of Taiyuan University of Technology

*More of a Gift than Imperialist Obligation: An Analysis of The Boxer Indemnity Scholarships on Chinese Higher Education*

Wang Jie, Sichuan International Studies University

*National Strategy and The Internationalization of American Higher Education*

Shi Yi, China Foreign Affairs University

*Public Diplomacy of the United States and US-China Relations from the perspective of Internationalism---Taking Fulbright Program as an Example*

Zhan Min, China Foreign Affairs University

**PANEL II: International Education Exchanges and Pedagogy**

**Location: Room 115**

Chair: Joe Renouard, Resident Professor, Hopkins-Nanjing Center, Johns Hopkins University

Discussants:

*The Power of "Slow Media" in the International Education Exchange of U.S*

Sun Yu, School of International Studies, Dalian University of Foreign Languages

***Co-ops as a Model for Study Abroad Programming***

Joseph Hope, Independent Researcher

***The Social Impact of American Elite Colleges' Race-conscious Admissions Policy -To Cover up Class Homogeneity with Racial Diversity***

Du Jie, Sichuan University

***The Political Culture behind the Think Tank in the United States—  
Development and Operation of Brookings Institution as an Example***

Peng Xiaoman, American Studies Center of Sichuan University

**PANEL III: American Literature**

**Location: Room 525**

Chair: Ye Ying, Professor, Sichuan University

Discussant:

***Reconstruction of Race in New Orleans of the Late 19th Century:  
Reading and Analyzing Racism in Kate Chopin's The Awakening***

Ye Ying, Sichuan University

***Narration and Tension: A Study of A Rose For Emily by William  
Faulkner***

Song Shitong, North-East Normal University

***To Keep "Death" in Anonymity: DeLillo's Idiosyncratic  
Conceptualization of "Death" in Point Omega***

Sheng Xietian, Shanghai Ocean University

***Paul Auster Study in China***

Xia Han, East China Normal University

***American Image of Contemporary China in American Travelogue ---a  
case study of Michael Meyer's Trilogy***

Kong Lingyu, Sichuan International Studies University

**Panel IV: American Value and Identity**

**Location: Home of Faculty (一楼教工之家)**

Chair: Wang Xinyang, Professor, Shandong University

Discussant:

***American Progressivism and its Impacts on Early Chinese Students in  
the US***

Mark Wenyi Lai, Wenzao University of Foreign Languages



***“New Racism?”—A Debate on the Social Disparities between the Black and White in the United States***

Zhu Quanhong, East China Normal University

***An Investigation of Construction-Reflection-Reconstruction of the American Identity after the End of the Cold War and 9/11***

Sun Lu, Shanghai International Studies University

***The Positive Influences of Puritanism on American Values***

Liu Na, Sichuan International Studies University

***Not Just a Game but a Form of Soft Power: Political Implications in American Sports***

Zhang Wenwen, East China Normal University

**4:40 – 4:50**

**Board buses to Reunion Banquet**

**6:30 – 8:30 pm**

**Reunion Banquet**

Celebration of the 15<sup>th</sup> Anniversary of the American Studies Network

**Location: Radisson Blu Plaza Xing Guo Hotel**

78 Xingguo Rd, Changning Qu

上海兴国宾馆

兴国路 78 号, 上海 200052

**SUNDAY, NOVEMBER 4, 2018**

**8:00 – 10:00**

**Graduate Student Forum**

**Location: Room 319**

Chair: Fu Meirong, Beijing Foreign Studies University

**8:00 – 8:50**

**Panel 1: Professor Mei Renyi American Studies Essay Competition**

Commentator: Mei Renyi, Professor and Director Emeritus, American Studies Center, Beijing Foreign Studies University

***How Affirmative Action Turns Chinese Americans into a United Political Force***

Shuai Yihao, Sichuan University

***A Historical Perspective on the Partisan Divide on Trade: Change and Continuity***

Zou Hongjin, Beijing Foreign Studies University

***Sino-U.S. Joint Leadership of Global Climate Governance and China's Climate Diplomacy toward the U.S.***

Song Yiming, Renmin University of China, Chen Yiqi, Central University of Finance and Economics

***Bridging the Gap: Zbigniew Brzezinski's Contribution to the Normalization of U.S-China Relations***

Yin Tianhong, Beijing Foreign Studies University

***Why Do Not Most Working –class Whites Get a Higher Education***

Guo Huan, Sichuan University

***Decoding America in the Trump Era: Changes and Continuities—From Iran Nuclear and North Korea Nuclear Perspective***

Zhao Junjie, Jinlin University

8:50 – 9:45

**Panel 2: ASN Graduate Student Forum Competition**

Commentator: Jin Hengshan, Professor, East China Normal University

***The Institutional Mechanism of US-China Educational Exchange: A Case Study of the Hopkins-Nanjing Center***

Li Xiaohan, The Johns Hopkins University-Nanjing University Center for Chinese and American Studies

***Do Study Abroad Programs in China Understand What the American Students Really Want? Set the Study Abroad Program in Sichuan University and G-MEO as examples***

Li Huiyi, Foreign Language College of Sichuan University

***Feminist Futures in the Performance Fourth World***

Sun Qi, Nanjing University, School of Foreign Studies

***The Study of Martin Eden Based on Nietzsche's "Superman"***

Tian Meng Fang, Sichuan University

***Legal Drama and Contemporary American Culture***

Gu Wenran, East China Normal University

09:45 – 10:00

**Q&A**

10:00 – 10:15

**Tea Break**

10:15 – 12:20

**Plenary Session III**

**Location: School of Foreign Language, Room 333**

**Chair: Professor Mei Renyi**

10:15 – 10:50	<p><b>Keynote Panel</b> Panelists:</p> <p><i>Promoting Cross-Cultural Awareness: “American Studies” for Chinese English Majors</i> Zhang Chong, Distinguished Professor, English and American Literature, Fudan University</p> <p><i>Promises and Problems: A Survey of American Studies Scholarship in China, 2009-2018</i> Li Jinzhao, Professor, American Studies, Beijing Foreign Studies University</p>
10:50 – 11:20	<b>Q&amp;A</b>
11:20 – 11:50	<p><b>Rapporteur Reports for the 2018 ASN Conference</b> Student representatives from each session</p>
11:50 – 12:10	<b>Presentation of Awards for the Mei Renyi Essay Competition &amp; Graduate Student Forum Competition</b>
12:10 – 12:20	<p><b>Closing Remarks</b> Ambassador Julia Chang Bloch, US-China Education Trust Faye Chunfang Fei, East China Normal University</p>
12:30 – 2:00 pm	<p><b>Lunch</b> <b>ASN Business Meeting (Working Lunch)</b> <b>Location: Qiushi Canteen (秋实阁二楼)</b></p>

## Biography of Keynote Speakers and Panelists

**Dr. FEI Faye Chunfang** is a professor of English and the director of the American studies graduate program at East China Normal University. After receiving a Ph.D. in English and theatre studies from the City University of New York Graduate Center in 1991, she taught speech communication, theatre history, dramatic literature, critical theories, and playwriting in the United States for 9 years. She has published in leading journals such as *TDR: The Journal for Performance Studies*, *Asian Theatre Journal*, *Modern Drama*, the *New Theatre Quarterly*, and *Theatre Arts*, and her book, *Chinese Theories of Theatre and Performance from Confucius to the Present*, received an award from the National Endowment for the Humanities.

**Dr. Shelley Fisher Fishkin** is the Joseph S. Atha professor of humanities and professor of English, as well as the director of American studies at Stanford University. Since receiving a Ph.D. in American studies from Yale University, she has authored, edited, co-authored, or co-edited 47 books and has published more than 150 articles, essays, columns, and reviews. She is a founding editor of the *Journal of Transnational American Studies* and has served as the president of the American Studies Association. She has also been awarded an American Council of Learned Societies Fellowship, was a Fulbright Distinguished Lecturer in Japan, and was the winner of a Harry H. Ransom Teaching Excellence Award at the University of Texas, where she taught American studies and English for 18 years.

**Dr. FU Meirong** is a professor and director of the American Studies Center at Beijing Foreign Studies University. She received her Ph.D. in American studies from Beijing Foreign Studies University. In 2005 she was a visiting Fulbright scholar at Dickinson College (summer institute), Pennsylvania, and in spring 2008 she was a Fulbright scholar-in-residence at the University of Montevallo, Alabama. Her current teaching and research specialties include American economic competitiveness, highly educated immigrants in the U.S., and China-U.S. cross-cultural experiences. Her recent publications include articles in the *Journal of Global Studies* (2018), *The Chinese Journal of American Studies* (2018), and the *Cambridge Journal of China Studies* (2017).

**Mr. Jeff Lehman** is the Vice chancellor of NYU Shanghai. Since receiving an MPP and JD from the University of Michigan, he has served as dean of the University of Michigan Law School, president of Cornell University, and founding dean of the Peking University School of Transnational Law. In 2018, he was one of forty named "The Most Influential Foreign Experts During 40 Years of China's Reform and Opening-Up" for his work in higher education, as well as a 2011 recipient of the Friendship Award, which is China's highest honor for "foreign experts who have made outstanding contributions to the country's economic and social progress."

**Dr. LI Cheng** is a senior fellow in the Foreign Policy program at Brookings, as well as the director of the John L. Thornton China Center and principal editor of its Chinese Thinkers series. He was the William R. Kenan professor of government at Hamilton College, where he had taught since 1991, and received a Ph.D. in Political Science from Princeton in 1992. He is also a director of the National Committee on U.S.-China Relations, a member of the Academic Advisory Group of the Congressional U.S.-China Working Group, a member of the Council on Foreign Relations, a director

of the Committee of 100, and the author of 9 books on Chinese politics and economics.

**Dr. LI Jinzhao** is an assistant professor in Sociology and American Studies at Beijing Foreign Studies University (BFSU). She also serves as the director of the Center for Diaspora and Transnational Studies of the university's School of English and International Studies. She received her PhD in American Studies and Sociology from the East-West Center and the University of Hawaii. From 2005 to 2007 she held a full-time faculty teaching position in Sociology and American Studies at Oberlin College, Ohio. Her research fields include transnational Chinese American Studies, diaspora studies, gender and sexuality studies, and comparative American Studies.

**Dr. Shirley Geok-lin LIM** is a writer and research professor emerita in the English Department of the University of California, Santa Barbara. After receiving a Ph.D. in English and American Literature from Brandeis University in 1973, she taught internationally at the National University of Singapore, the National Institute of Education at Nanyang Technological University, and most recently as Chair Professor at the University of Hong Kong. Her first poetry collection won the Commonwealth Poetry Prize, the first for an Asian and woman. She has authored 10 books of poetry, 3 short story collections, 2 critical studies, 3 novels, and a memoir, *Among the White Moon Faces*, which received the 1997 American Book Award.

**Dr. MEI Renyi** is a professor of American Studies at Beijing Foreign Studies University and the founder of BFSU's American Studies Center. He became the first Chinese Fulbright scholar when he studied American history at Yale University in 1982. He is a member of the editorial board of the *American Studies Quarterly*, published by the Chinese Association of American Studies and the Institute of American Studies at the Chinese Academy of Social Sciences, Beijing, and is also an editorial board member for the *International Forum* of the Institute of International Studies, Beijing Foreign Studies University. His publications include the *American Studies Reader* and numerous articles on the various aspects of the United States.

**Dr. YU Jianhua** is a senior professor of English and American literature at Shanghai International Studies University. Since receiving his Ph.D. from the University of East Anglia in early 1990s, he has written extensively on modern American writers, post-modernism, modernism, literature and politics, as well as liberal education in China. He is the author of *Survey of New Zealand*, *Jack London*, and *The High Tide of American Literature*, as well as the editor-in-chief of *A Companion to American Literature*, among other works.

**Dr. ZHANG Chong** is a senior professor of English and American literature, as well as a Shakespeare scholar, at Fudan University in Shanghai. Since receiving his Ph.D. from Nanjing University in the late 1980s, he has written extensively on Shakespeare, early and modern American literature, Native American literature, and film studies. He is one of the two translators of *Introducing Criticism at the 21 Century* and the author of *A New Literary History of American Literature, Vol.1*, as well as *From Margin to Center: the Origin and Development of Native American Literature*, and *Shakespeare in Visual Age: a study of Shakespeare on screen*, among other publications.

## **Abstracts**

### **Recalibrating International Education Exchanges Between the USA and China**

**Rick Arrowood, Associate Professor; Eva Kampits, Associate Professor, Northeastern University**

**r.arrowood@northeastern.edu**

Globalization, in its purest form, seeks to provide opportunities, cultural understanding, and mutual dialogue among and between countries and their people. Student exchange programs offer one vehicle advancing this concept of globalization. This study explored the internal and external motivators of a predominantly Asian graduate student population within a USA campus. An analysis of graduate student responses offers timely and relevant considerations for recalibrating international education exchanges, while simultaneously providing greater understanding of their challenges as culturally and linguistically diverse individuals. Among the participants, 87% identified as Asian, 2% White or Caucasian, 2% Hispanic/Latino, 2 % African-American, and 7% unidentified. The survey participants were 51% male and 49% female between 20 and 33 years of age. Survey questions tackled queries regarding what motivates Asian students to seek USA destinations; how welcoming USA universities were upon their arrival; how long it took for Asian students to gain a sense of belonging and feeling valued; what surprised Asian students; what Western culture lessons and competitive advantages they gained; and their overall satisfaction with their decision to study in the USA. In addition, we discovered overwhelming evidence that Asian students would characterize their experiences in the USA as valuable. Finally, we pondered whether similar strategies or common threads could be attributed to international exchange students. Indeed, our findings reveal that some students unwittingly learn how to step outside their comfort zone and embrace American culture. Ultimately, the question remains whether these experiences demonstrate a correlation that nurtures their own personal leadership goals to affect social, political, or economic movement in their home countries.

An area of discussion is needed not only on the pragmatic information attained as a result of our study, but also on the soft-skills acquisition of strategic importance to aiding Asian students in stepping outside of their comfort zone and learning about American culture, specifically voicing their strategies for integrating into the American culture and society, and their new personal leadership goals upon their return to Asia.

We believe this study, and its related presentation and paper, fits nicely with Topic 6 of the Conference Themes.

Keywords: International exchange, international exchange survey, American culture and society, US-China education exchange, leadership, internal and external motivators of studying abroad

## **John Jay's Diplomatic Thought and Practice**

(约翰杰伊外交思想及实践)

**Chen Juebin, Assistant Professor, Beijing Foreign Studies University**

**alfred1109@126.com**

In most of the studies on John Jay, his political thought and judicial philosophy in general attract more attention, especially his role as the First Chief Justice of the Supreme Court. His diplomatic career was, in comparison, less studied. These limited works have drawn very different conclusions about John Jay as a diplomat. David H. Fischer sketches a nostalgic, slightly pathetic “conservative idealist”. Others describe Jay as an abrasive “realist” from New York, for whom political discourse functioned mainly as window dressing. Richard Morris proposes that Jay was a relatively “affable patriot” and closet democrat roughly equal in stature to Franklin or John Marshall, who steadily advanced the American cause through shrewd diplomacy and farsighted judicialism. Then, where did John Jay stand in the history of American diplomacy? What are his major diplomatic thoughts and achievements? How to evaluate John Jay's diplomatic career? To answer these questions, his paper, based on a careful reading of the existing documents and correspondents, studies John Jay's role during his mission to Spain in 1779, his role in the Paris Treaty in 1782, his terms as the second Secretary of Foreign Affairs and the first Secretary of States, and the infamous Jay Treaty. This paper argues that John Jay had always been against radicalism but emphasized prudence and reasoning in politics and policy. As a man of honor, John Jay was ready to undergo difficulties and risk personal fortune for the good of the country. He was not a warmonger but a peacemaker and ardent patriot.

Keywords: John Jay, diplomatic thought, the Paris Treaty, the Jay Treaty

## **The Changes and Continuities of American Policies in the Trump Era**

(特朗普时代美国政策的变化及延续)

**Cheng Yaoyao (程瑶瑶) Graduate Student, China Foreign Affairs University**

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As a president without any political experience before taking office, Donald Trump, a businessman, unavoidably brings uncertainties to American foreign and internal policies. As we all know, he put forward many striking ideas during the presidential campaign, such as building a wall along U.S.-Mexico border, withdrawing from TPP and increasing taxes on imported goods. We have seen that some of them came into realization and some don't to date. Since his

inauguration, he has overturned some policies and agreements implemented and reached by the Obama administration, bringing great changes inside and outside America. However, considering the political system of American "check and balance", president Trump doesn't really have a free hand in using his power and making American foreign and internal policies. He has to be restrained by the House and Congress as well as some so-called "political elites". Therefore, he indeed inherits some ideas and traditions of his predecessors on foreign and internal policies.

This paper mainly focuses on analyzing the changes and continuities of American foreign and internal policies in the Trump era. In doing so, the author analyses the policies implemented by the Trump administration on international and internal affairs. Firstly, the author concentrates on the changes of American foreign policies on international and internal affairs and policies relating to regions including Europe, Middle East, Asia and America. Secondly, the author turns to the continuities of American foreign and internal policies in the Trump era due to the restraint made by the political institutions and systems. At last, the conclusion will be made that although there are some changes in American foreign and internal policies in the Trump era in accordance with the changing realities, some policies still remain unchanged, which also serve the interests of the country.

Keywords: Foreign and Internal Policies; American Interests; Trump Administration

### **The Social Impact of American Elite Colleges' Race-conscious Admissions Policy —— To Cover up Class Homogeneity with Racial Diversity**

(美国名校在招生中坚持种族考量的社会作用——以种族多元化掩盖阶层同质化)

**Du Jie, Ph.D. Candidate, Sichuan University**

**1731332459@qq.com**

American colleges, especially elite colleges such as the Ivy League, have set off a series of lawsuits by considering race as one factor in college admissions. The recent controversy between Asian students and Harvard has once again highlighted and focused public debate on race-based affirmative action policies. Scholars have also revisited the topics of racial quotas and Asian-American discrimination. However, the author argues that American elite colleges' insistence on considering racial factors in their admission policies actually follows the mainstream practice of covering up class problems with racial problems. Not only that, by adhering to racial diversity and obscuring the reality of homogenization of their students' socioeconomic backgrounds, elite universities further lead and reinforce the mainstream belief that the America is a classless society. The truth is otherwise: the gap between the rich and the poor keeps widening in the



United States. Besides, in line with the economic stratification of the population as a whole, socioeconomic stratification has also occurred within ethnic minorities. For example, African Americans also divide along class lines and there is a sharp educational divide among blacks. The American elite schools' cherished racial diversity statistics look very different when they are broken down by income bracket instead. At Ivy League colleges, there are more students from families in the top 1 percent of the income distribution than from the bottom 50 percent. In a sense, because of the great achievements of the civil rights movement, the widespread implementation of affirmative action policies, and the rapid rise of the black middle class, the educational divide in America is actually the result of socioeconomic stratification. However, the evils of racism are easier to identify and challenge than the evils of classism and race issues can be used to deflect attention away from class politics. Accordingly, the Ivy League schools' insistence on racial diversity of their students effectively covers up their class homogeneity.

Keywords: affirmative action, elite colleges, racial diversity, class homogeneity

### **Deism and Daoism in Washington Irving's Rip Van Winkle**

(《瑞普·凡·温克尔》中的自然神论与道教信息)

**Fang Kairui (方开瑞), Professor/Doctor, Guangdong University of Foreign Studies**

**fangkr2005@163.com**

Critics have noticed the Daoist gist of the 1872 Chinese version of "Rip Van Winkle" by Washington Irving. The present study discovers that Irving's tale itself is wealthy with deist and Daoist messages. From three aspects, including Irving's access to deism and Daoism, deist and Daoist ideas exemplified through a contrast between nature and humans, and deist and Daoist ways of thinking embodied in the hero, this paper demonstrates how the philosophical ideas are redefined through the text and the hero to function as ways of examining the new nation and articulating the self.

Keywords: Rip Van Winkle, deism, Daoism

## **The Role of American Boxer Indemnity Scholarship Recipients in Saving China through Science (1909-1949): the Case of Academia Sinica Members**

(庚款留美学子的“科学救国”理想与实践(1909-1949)：以中央研究院首届院士为例)

**Fu Meirong (付美榕), Professor, American Studies Center, Beijing Foreign Studies University**

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With the launch of the American Boxer Indemnity Scholarship Program (ABISP) in 1908, the U.S. government envisioned this educational investment would cultivate new generations of Chinese leaders with a strong sense of loyalty to American values. When the ABISP students embarked on their journey to America, they were driven to acquire necessary skills and come back to save China through science. What happened to the ABISP students' dream of national salvation? This question has prompted the investigative efforts of this study. Existing research has evaluated whether the Boxer Indemnity Scholarship Program (BISP) met its goals or not based on program participants' accomplishments, which presented mixed results. This study intends to examine the former ABISP students' life courses up to 1949, focusing on those who became Academia Sinica members in science. Specifically, it investigates how these prominent figures contributed to China's social progress and modernization through science, and whether they forged ahead in a direction in line with the expectations of the ABISP. Four questions are posed to guide the study: How did the ABISP recipients play their roles as scientists, educators and public intellectuals? What factors influenced the ABISP recipients' engagements with national salvation? To what extent did the ABISP meet its intended goals? And that are the contributing factors for the outcomes? The study employs a qualitative approach to explore the professional trajectories of 25 sample scientists, drawing on data primarily from biographies, diaries, memoirs, archives, documents etc. ABISP is widely known as the most important scheme for educating Chinese students and arguably the most consequential in the foreign-study movements of 20th century China (Ye, 2001). The purpose of the study is to crystalize the ABISP students' professional trajectories, and their interactions with the Chinese society. As an illustration of the aspirations and struggles of the first generation of modern Chinese scientists, the findings of the study will be inspiring and thought-provoking, and shed light on future research and policies on Sino-US educational and cultural exchange.

Keywords: American Boxer Indemnity Scholarship Program, Boxer Indemnity Scholarship recipients, Saving China through science, Chinese scientists

## **Teaching US Foreign Policy in various Chinese Classrooms from the 1980s to 2018**

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Lessons learned from teaching a course on US Foreign Policy in Chinese classrooms from the 1980s to 2018, it is best to avoid excessive emphasis on political rhetoric and ideology. The tendency has been to focus on technical aspects such as the formulation and implementation of American foreign policy, with emphasis on its continually changing relationship to the American domestic political process, and how this impacts America's Asia policy. The course, as taught in China and the United States, is generally divided into four segments designed to consider societal environment, political institutions, and decision making. Special attention is paid to the US Foreign Policy establishment, "The Blob," to explain continuity and change in US foreign policy. Because there is strong Chinese student interest, these theoretical concerns are applied to US-China relations.

The outcome of approaching US Foreign Policy along these guidelines has been to encourage students to examine the topic empirically and scientifically. This is not emotionally satisfying for students who are accustomed to "dog whistle politics" and other ideologically charged politics outside of the classroom, which may constitute the totality of their understanding of what politics is. Nevertheless, numerous students have finished the class and gone on to become very competent analysts of US Foreign Policy.

Keywords: US Foreign Policy

## **Legal Drama and Contemporary American Culture**

**(律政剧与当代美国文化)**

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As a crucial genre of American television drama series and films, legal drama has been increasingly popular among audiences from both home and abroad. The attraction of contemporary American legal drama lies in the creative narrative skills, as well as a strong concern of social issues. Previous and old-school legal drama borrows elements from crime drama, but with the differentiation of genres of TV drama and films, legal drama gradually stands firm as an independent and iconic genre, which highlights the professionalism of law practice and frequently challenges social stereotypes and norms. Meanwhile, legal drama depicts

contemporary American social life and culture from a kaleidoscopic perspective – young and old, guilty and innocent, the haves and have-nots. Versatile themes contribute to various artistic representations of law practice, and result in a comprehensive and realistic depiction of American politics, culture and society. In this research we will cast eyes on three popular legal drama TV series produced in the past decade: *The Good Wife*, *The Good Fight* and *Better Call Saul*. *The Good Wife* portrays the wife of a state's attorney who returns to a career in law. Mixed with a wide range of social issues, including feministic movement, cyber-crime, gun control, plea system, etc., *The Good Wife* offers rich resources of social and cultural study which are mostly based on real cases. The spinoff series, *The Good Fight*, maintains the mainstream law practice narrative and further broadens the topics to political struggles and movements. The explicit concerns towards current events demonstrate the fictional power in the discussion of important issues like politics. *Better Call Saul* belongs to a type of its own. As a spinoff of the acclaimed crime drama *Breaking Bad*, *Better Call Saul* inherits the reversal-justice motif and molds itself into a critical social satire. *The Good Wife* and *The Good Fight* point to the anxiety of upper class while *Better Call Saul* deals with the lower class. This research is expected to utilize the genre features and respective concerns of the three dramas and eventually discover a novel approach in the study of contemporary American culture.

Keywords: Legal drama, American Culture, American TV series

**Why Do Not Most Working-class Whites Get a Higher Education? (为何大多数的白人工人学历较低?)**

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Given that most Trump's supporters are uneducated men, white people, the rich, people aged over 45 and those who live in the suburbs and rural areas. In particular, the White working class without a college degree in this demographic category gave Trump his margin of victory in the 2016 presidential election. This thesis mainly attempts to solve the questions like: Who is the "White working class"? Why do not most of them get a college degree? Is there any relationship between the less educated working-class whites and their cultural identity? The thesis finds out that the opportunity gap, including economic distress and unstable family conditions, is the external reason why most young working-class white Americans do not have a higher education, and the white cultural disquiet, including anti-institutionalism and anti-intellectualism, is an internal one. For some aged working-class whites, they are mainly affected by anti-intellectualism, especially, the ill-fated life-adjustment movement of the 1940's and 1950's, and

for the young working-class whites, the factors are economic distress and the unstable family conditions.

Keywords: White Working Class, Opportunity Gap, Economic Distress, Anti-intellectualism, Upward Mobility

### **"Co-ops as a Model for Study Abroad Programming"**

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Data collected by the Institute of International Education shows that enrollment by US students in traditional study abroad programs has been decreasing for the last few years. After peaking in the 2011/12 academic year, the number of students attending programs in China in the Fall or Spring semester has dropped. However, enrollment in Summer programs, as well as short-term programs, has maintained stable enrollment. This study focuses on language barriers, enrollment, and internship opportunities afforded to students in study abroad programs in China. We conducted this by interviewing current students to discover their experience with the Mandarin language barrier, how it is a limiting factor on their experience in China, and how opportunities may be presented which will grant a more fulfilling experience. It also looks at the role of internships in their experience and how language use at their internships presents challenges and affects their perceived future career benefits. Ultimately it recommends the piloting of a co-op internship model (multiple terms spent in the same internship as part of a degree requirement) in an intern abroad program in China to test its efficacy in promoting internships in China, overcoming the language barrier, and creating programs with more long-term participants.

Keywords: Study Abroad, Internships, Language, Co-op

### **Understanding is Deepened in International Communication---My Experience as Fulbright Scholar-in-Residence**

(理解在国际传播中深化---我的富布莱特项目经历)

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Fulbright Program is no longer unfamiliar for Chinese scholars in higher education in recent years. As we know, Fulbright Program was launched in China about 60 years ago. Though full of

ups and downs and even disrupted once, Fulbright Program was re-launched in China based on Sino-U.S. governments' signing of the agreement on culture on Jan. 30, 1979. In fact, Chinese government puts top priority on Fulbright Program and wrote it into another monumental document named Sino-U.S. agreement on education exchange and cooperation in 1985. According to Ministry of Education, the total number of Chinese Fulbright scholars and Fulbright students is 846, who were sent to the U.S. for research or study in the past 30 years. More than 500 American experts came to China to teach. In a word, since the implementation of Fulbright Program, the cultural exchange by both China and the U.S. has greatly enriched the connotation of bilateral relations (Liu Yandong).

As the only Fulbright scholar-in-residence that year, I was selected to teach at NOVA, USA during 2013-2014. This experience provided me an excellent opportunity to understand present-day U.S. society and my teaching helped to make my American colleagues and students understand a true and fast-changing China in contemporary time through reading Chinese fiction, poetry and essays. As matter of fact, many American people know more ancient Chinese philosophers like Confucius and Mencius than Mo Yan, the first Chinese who won Nobel Prize in literature in 2012. Though they are generally friendly to China, many of them didn't travel in China, nor gained people-to-people experience in China. Their impression on China are mainly from American media and political reports, therefore, misunderstanding or even bias on New-Period China is not possible. It is my position as Fulbright scholar-in-residence that provides me a good opportunity to tell American friends a real and true Chinese story and share with them Chinese culture.

NOVA from Barbara, the President to Charlotte, the Dean and Wilma, the Associate Dean gives me great support to guarantee my teaching and living to go smoothly. I am lucky enough to teach NOVA Honor Students who are quite different from what I have been teaching in China in skin color, age, and countries. For me this makes me feel both excited and anxious. In my decades of teaching in Chinese university I have never taught such a widely diversified group of degree-study Americans. What's more, I have to follow the same American educational system as my American colleagues are exactly required in the decision of textbooks, selection of *additional reading material, making the syllabus and course summary etc.* Besides, I have to adapt quickly to American way of classroom teaching, teacher-student relationship, evaluation management etc. The last but not least is how I can make my American students understood present-day Chinese stories and satisfy them in their longing for Chinese culture and knowledge. All in all, the solution depends on verbal communication in English and action.

## **Psychological Perspectives on Intercultural Communications in English Language Teaching**

(跨文化英语交际教学的心理学研究)

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Thousands of students have participated in US-China educational exchange in the past 300 years, yet its tangible impacts on deepening mutual understanding remains to be recognized. The disparity between the Chinese and English language culture leads to gaps in perceptions between the two nations, as English language teachers have witnessed difficulties of intercultural communications, or knowledge transfer, which arise from psychological processes of acquisition in the context of language education. Traditional approaches to psychology prove inefficient for language teaching, because they have neglected the psychological attributes of Chinese students to relate to their social life, cultural backgrounds, or professional knowledge when communicating with others in the international language. To explore new perspectives of educational exchange on US-China relations, this paper analyzes communicative barriers that positivist psychological models pose to English language teaching (ELT), in an effort to explore suitable cognitive psychologies for Chinese students to put their native culture in perspective, and to express their ideas in English freely. The multiple perspectives of postmodernist psychology would emancipate non-native speakers from constraints of fixed, linear psychological stage models to voice their distinctive cultural values and establish proper relationships with the world's major superpower.

Keywords: educational psychology, Intercultural communication, English language teaching (ELT)

## **The Impact of American Literature in Chinese Context**

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The learning, reading and teaching of American literature in China has always accompanied the pace of the country toward the modern society. It is especially true when China re-opened its door toward the outside world in the late 1970s. Among the foreign literatures taught and researched in Chinese universities, American literature has occupied a distinguishingly important position from the very beginning in the new era of the reform period since then. This essay will make use of four examples to illustrate the impact of American literature and criticism on the

struggling path toward the modern in China over the past four decades. The examples are respectively related to the re-comprehending of Whitman and its poetry on sexuality, the introduction of Faulkner and its impact on the then Chinese literary writings, the research on Updike and its linkage to the birth of consumer society in China and Jameson's concept of post-modernism and its influence on the Chinese society going toward the post-modern. Chronologically, the four examples fall into a relatively different period over the past years, and ideologically, they also contribute to the outlining of understanding the development of modern society in the Chinese context. And eventually, this trajectory of the development can be strongly felt in the teaching and researching of American literature in Chinese universities.

**American Image of Contemporary China in American Travelogue---A Case Study of Michael Meyer's Trilogy**

(美国游记中的当代中国形象---以迈克尔.麦尔的三部曲为例)

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Recent years, with China going global and the rise of China, China is attracting more and more attention in the world. More and more visitors, reporters and writers come to China to witness the rapid changes happening in China. Americans are among one of the most active groups. Works like Peter Hessler's *Country Driving* and Leslie T. Tang's *Factory Girls* are amazing works describing contemporary China from their personal experience and close observation. Michael Meyer's trilogy--*The Last Days of Old Beijing*, *In Manchuria* and *The road to Sleeping Dragon* are representative of interesting and thought-provoking works telling contemporary China in a changing age. Though Michael Meyer's works, Chinese people are presented in a sympathetic and human light. But the standard to measure China is still America-centered and the tone is still condescending.

Keywords: American, image, Contemporary China, Travelogue



## **American Progressivism and its Impacts on Early Chinese Students in the US**

(美国进步主义对早期留美中国毕业生之政治思想形塑之影响)

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American Progressivism in the early 20th Century was distinguished from neither right wing nor left wing thoughts at the time. One of the prominent advocates, Henry George, proposed a more assertive role of the government to bring social justice, equality, and progress for the citizens. The other popular advocate, John Dewey, argued that science and reason are the basic foundation of all the policy guidance and believed that human society could achieve the progress by collective efforts.

Differing from laissez faire capitalism and revolutionary Marxism, American Progressivism was welcomed and appreciated by the early Chinese students in the United States. Most of the students came from elite class in China. They embraced the moderate reform and believed a capable public institution could change China without total destruction to the existing social and economic system. Many of them participated in the political reform when they came back to China and actualized the thoughts and policies of American Progressivism in modern Chinese history. This paper began with the historical discussion of who and where Chinese students studied in the United States in the early 20th Century, compared main political thoughts at the time in the American campus, and exemplified the prominent figures and how they be influenced by their years studying in the United States. Among them, this paper paid special attention to Hu Shih 胡適, Jiang Menglin 蔣夢麟, and Wellington Koo 顧維鈞.

Hu Shih: PhD from Columbia University. President of Peking University, Sinica Academia. Founder of Chinese Liberalism and New Culture Movement.

Jiang Menglin: PhD from Columbia University. President of Peking University. Commissioner of Sino American Joint Commission of Rural Reconstruction.

Wellington Koo: PhD from Columbia University. Chinese statesman of the Republic of China. China's representatives at the Paris Peace Conference of 1919. Served as an Ambassador to France, Great Britain and the United States. A judge on the International Court of Justice in The Hague.

Keywords: American Progressivism, Chinese Students in the US, Hu Shih, Jiang Menglin, Wellington Koo

## **Do Study Abroad Programs in China Understand What the American Students Really Want? Set the Study Abroad Program in Sichuan University and G-MEO as Examples**

(中国留学项目的课程设置能满足美国在华留学生吗? ——以四川大学海外留学部和成都美国海外留学中心为例)

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This paper aims to study the effectiveness of university courses provided in China in meeting the needs of American students. The survey will focus on American students spending less than one year attending undergraduate-level courses in China, and will attempt to measure their satisfaction in attending said courses as well as additional benefits or detriments the students believe are present in the courses. The findings of this research may assist in promoting study abroad programs in China as well as improving the quality of such programs. Much research has discussed the attractiveness and benefits of Chinese university-level programs to American students, as well as American students' general impression toward such programs. Creative ideas have been proposed to improve the Chinese educational system and modernize it on pace with global trends. It is necessary to ensure that the Chinese universities who are willing to receive American students follow the laws of the market such as making use of the resources provided by the U.S. Department of Education (GuoYugui, 2012). Some argue that there is need to optimize the Chinese educational system; including not only curriculum and pedagogy, but also academic norms and school cultures (GuoYugui, 2014). Others focus primarily on factors which attract American students to Chinese programs, and seek to identify and solve obstacles that these American students believe are present in their attendance of the programs such as culture shock. In Zhou Min's research, aside the difficulty of learning the Chinese language, adapting to the Chinese-style of service becomes the hardest obstacle to tackle for American students. In terms of interpersonal communication, the greatest challenge is understanding the real meaning of what Chinese people say to them (2013).

Most research depicts an outline of the problems that Study in China programs have, and comes up with the solutions on a high level. Few studies have focused on the needs of American students and their assessments of their host schools in short-term programs. In order to fill the gap, this paper seeks these student assessments by applying a questionnaire to measure the needs of American students with the purpose of staying in China only for a short time. The survey will be conducted by a group of 10 American students studying in a summer program and another 10 students from SCU who only study Chinese without seeking a full degree. Through analyzing the result of the survey, this may give us a deeper understanding of the real needs of American students and their satisfaction toward said courses with the hope of promoting those programs and attracting more American students.

Keywords: Curriculum, Satisfaction of said courses, influence of expectations

## **Paradigm Shift of American Religious Tradition and Trump's Election Win**

(美国宗教传统的范式转型与特朗普的当选)

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The winning of Donald Trump in the US presidential election has been regarded by some as a reflection of a comeback of traditional conservatism, white nationalism, nativism, and the religious right. However, Trump is not a president who, like many of his predecessors, frequently showed off a habit of reading the Bible or of being a godly politician. An analysis of the composition of the US electorate reveals that the 2016 presidential election is a major deviation from any previous ones as far as the significance of "evangelical vote" is concerned. In the light of the general trend of the decline of religious America, Trump's win is also understood as a deviation from a traditional religious American ideal. However, some of Trump's policies are still reminiscent of a weak or even distorted version of American exceptionalism that resonated, to some extent, with Winthrop's "city upon a hill" ideal back in the Puritan age. The seemingly discrepancies reflected in all these, such as the less significance of evangelical vote and the conservative revival in Trump's political ideas, can be understood as a rebirth of American religious tradition that is redefined by the civil aspect and by the grassroots aspect, especially when all of this is put in the light of the recent trend of the rising of secular America. The political ideals of the more religious America are beginning to be re-voiced in more secular rhetoric. A conservative ideal is moving away from the authorization by the religious right, but finds new justification from a redefinition of American exceptionalism and other core ideals that cannot be easily discarded by most Americans. The development of multiculturalism and its clashes with Islamic terrorism, along with other racial conflicts, have also helped to nourish a new political soil that cherishes the power of authority that can unite the various conflicting political and economic interests partly spawned by the growth of the American multiculturalism. Trump's win is not an accidental electoral episode, but can be seen as a paradigm shift of American religious tradition as a result of the rise of secularism and an unbalance of economic and political power spectrum brought about by multiculturalism and other trends.

## **The Institutional Mechanism of US-China Educational Exchange: A Case Study of the Hopkins-Nanjing Center (中美教育交流机构模式研究:以 HNC 为案例)**

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The educational exchange between America and China has all along been one pillar of the benign development of US-China relationship at people-to-people tier. It has been deepening the degree of understanding between American and Chinese people basically via the reconstruction of perceptions. The American-Chinese inter play in the sphere of education is a polychromatic one, and the bilateral cooperation concerning institution-running is an evidently brilliant facet of it deserving special attention. Speaking of this cooperating mode, the Johns Hopkins University-Nanjing University Center for Chinese and American Studies can be deemed as a typical example. As the first long-term program rooted in the Sino-US collaboration within the realm of higher education since the era of reform and opening up, the Hopkins-Nanjing Center has experienced over thirty years of evolution and grown into an internationally well-known educational and research institution characterized by a transnational background. The teaching and researching activities in the Hopkins-Nanjing Center cover a variety of domains including but not restricted to the past and present of both China and America addressing a chain of issues related to politics, diplomacy, economy, culture, society, and others. Up to now, the HNC has witnessed the graduation of a large amount of Chinese and international students scattered among multifarious walks of life. It is without doubt that the Hopkins-Nanjing Center has been exerting profound influence on the relations between America and China—an influence that can be summarized from three principal facets. Firstly, the unique multidisciplinary structure adopted by the HNC has been enriching the layers of both American and Chinese studies as not only two broad research fields, but also a basis for the enhancement of US-China interaction. Secondly, the HNC has been providing an enduring platform for the communication as well as collision both academically and culturally among its American and Chinese members, guests, and visitors. And thirdly, the alumni of the HNC has been continuously wielding their influencing power around the world, therefore spreading the HNC ethos to the four corners of the globe, and meanwhile shaping the trend of US-China exchange in a far-reaching and subtle manner.

Keywords: the US-China educational exchange; institutional mechanism, the HNC, multidisciplinary structure, enduring platform, the HNC alumni

## **Education Exchange as A Source of Soft Power**

(国际教育交流与软实力)

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The paper has an overview of three basic perspectives of American international education and cultural exchange programs ---- education and cultural exchanges as autonomous entities, the integration of educational and cultural endeavors with public diplomacy, and educational and cultural exchange programs as components of propaganda. The paper notes that the center of debate on the education and cultural exchange programs in relation to American public diplomacy depends on which feature of public diplomacy is being highlighted: immediate, intermediate or long-range.

Keywords: International education, cultural exchange, public diplomacy, soft power

## **On the Future of U.S.-China Educational Exchanges: A Perspective of America's China Identity and American Domestic Politics**

(中美教育交流的前景浅析：美国的中国身份定位和美国的国内政治的视角)

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Since late 1978, educational exchanges between the United States and China have borne out great fruits. As the "fourth dimension" of foreign policy, educational exchanges between the United States and China has been playing a stabilizing role in bilateral relationship. However, the American goal of changing China by promoting educational exchanges has largely not realized so disappointment has been widely shared among American decision makers. America's China identity has been defined as a strategic competitor, which means that the bilateral relationship will be subject to substantial changes as a whole. Realists have become more and more influential in America's foreign policy making. Realists recognize the crucial role of knowledge in the so-called information age and emphasize the educational competitiveness among nation-states is the result of scientific and technological development. Realists believe that technological strength generated by universities and research institutions in a given country can be converted into economic and military power. Therefore, realists are concerned more about protecting national interests in terms of the international flow of technology and human resources than the spread of ideas, values, and norms across national borders. Moreover, the Republican-controlled U.S. Congress is undergoing a substantial shift. The old guard of globalists are departing Congress, and the only congressional Republicans left with the foreign

policy credibility to check Donald Trump are those who feel he isn't warlike enough and most of them are conditioned to distrust diplomats and to view diplomacy as a waste of time. Therefore, such a line of thinking will definitely adversely impact the promotion of educational exchanges between the United States and other countries, which are an integral part of public diplomacy. The American government is changing its role from a facilitator and pusher to an obstructor and spoiler. The so-called national security concerns and accusations of intellectual property theft will dampen the future of educational exchanges between the two countries. Besides, the changing political scene in the United States is not good for the internationalization of education in general and the educational exchanges between the United States and China in particular. U.S. Congress The future of educational exchanges between the two countries will become less promising or even substantially disrupted if U.S.-China relations worsens. In a sense, the stabilizing role of educational exchanges in U.S.-China relations might be greatly curtailed.

Keywords: Educational Exchanges, America's China Identity, Domestic Political Scene, Confucius Institute.

### **The Positive Influences of Puritanism on American Values**

(清教主义对美国价值观的积极影响)

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Today, the United States is one of the most powerful nations in the world, though it is a young country whose history is no more than 300 years. The rapid development of the United States is closely related to its mainstream values in which the influence of Puritanism cannot be ignored. According to Webster Dictionary, Puritanism is the beliefs and practices characteristic of the Puritans. It originated from England and practiced and developed itself in British North American colonies. Since 17th century, the core convictions of Puritanism dispelled the bondage of the fussy church tradition on the mind and deed of people. In the early years of the United States, Puritanism promoted individual emancipation and helped to establish modern ideas about labor, family and wealth. Nowadays, however, many thoughts of Puritans have been changed and become less meaningful. A great number of people begin to doubt whether Puritanism is still alive. The answer based on this paper is positive. Some influential principles such as individualism and democracy still stay in American consciousness. Puritanism as the foundation, America has its own set of value orientation and judgment standard. Puritanism integrates into people's consciousness and behavior in the mainstream American society, becomes a general principle on decision making, and then influences the nation's preference and choice. Influenced by Puritanism, American values have promoted the independence and development of the United States. And the development of the United States has provided fertile soil for the spread and

influence of Puritanism. The purpose of this paper is to trace the positive influences of the 17th-century New England Puritanism upon American values, and to help deepen people's understanding of American history and society. This paper focused on the positive influences of Puritanism on American values, discussed the origin and the doctrines of Puritanism, and explained the reason why Puritanism could influence American values.

Keywords: Puritanism, Puritan, American values, influences, American culture

### **Trump's Civil Religion: a Paradigmatic Shift? (特朗普的公民宗教：划时代的转变?)**

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American Civil Religion (ACR) is subject to change under certain circumstances and has taken different forms in history. Despite its flux and transformation, ACR has a number of values and creeds at its core, like liberty, equality, democracy, religious freedom, a nation under god, which describe and prescribe national ideals, and contribute to the identity and unity of the nation. These central values and those historically contingent ones are commandeered and sacralized by the political authorities to serve the needs of politics. During and after his election, Trump seems to have made a break with the traditional American Civil Religion by allowing religious sectarianism, eschewing equality, liberty and the ultimate sovereignty of God in his inauguration speech, and adopting new religious freedom executive orders, issuing Muslim bans, and driving immigrants. By launching a revolution against the Establishment as well as the traditional legitimacy of American politics, he has rallied support from a broad base including the evangelicals; but at the same time, his ambivalent attitudes towards white supremacy and racist groups have brought the country to the brink of disunion. In the final analysis, the cultural conflicts and economic gaps are the hotbed which breeds the Trump's version of Civil Religion, but the fundamental causes lie with American Democracy and free economic policies, which have brought about cultural wars and huge economic divides. President Trump has purposefully taken advantage of populism and people's desires for changes and a strong man. His creative destruction has generated promising results, but it remains to be seen that to what extent he can pave a path for a long-term solution to the social ills confronting the nation. His cynical attitude to and political use of religion, however, are likely to intensify the discords and fissures in the American society, hence uncertainties for religion and politics in the U.S.

Keywords: Trump, Civil Religion, Evangelicals, sectarianism

## **The Bitter Student and US-China Educational Exchanges during the Exclusion Era**

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The 1905 late-Qing dynasty novella, *The Bitter Student* [苦学生 *Kuxuesheng*], tells the story of a young, independent Chinese scholar who leaves China to study in Japan then later the United States during the era of the Chinese Exclusion Acts. Ostensibly the book was published in China as a work of cultural nationalism to inspire Mainland Chinese to join a boycott American goods in 1905; however, it also provides insights into how US-China educational programs were perceived, whose interests they served, and how they were expected to serve the nation. In this book, the author has two main targets that are critiqued through the narrative: the class- and race-based discrimination that Chinese endured in the United States, and the callousness of the Qing bureaucracy that led to corruption and disenfranchisement of Chinese citizens. I argue that despite the obvious intentions of *The Bitter Student* as form of political mobilization against the harsh treatment of Chinese in the US and the corruption within the Qing dynasty, the novella shows the virtues of educational exchanges which can be seen through the structure of the narrative. The climax and resolution of the story delineate a synergy of educational approaches from the US and China can lead to a better future, and mold successful people. Furthermore, the narrative development shows that despite the conflicts that develop from officialdom and bad policy on the national level, educational exchanges

Allow for people-to-people connections and understanding that transcend nationalist and racial difference, which is a remarkable, but foundational turn in a work of cultural nationalism. This work contributes to the study of late-Qing literature, as well as a category of cultural production that I am labelling "Exclusion Act Literature," which involves competing cultural nationalisms on both sides of the Pacific and sets the stage for US-China relations in the twentieth-century and beyond.



## **The Political Culture behind the Think Tank in the United States—Development and Operation of Brookings Institution as an Example**

(美国现代智库运行的政治文化基础—以布鲁金斯学会为例)

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The prosperity of think tanks in the United States is related with the specific social environment, which is led by participating political culture. The think tank and political culture realize coordinated development by value orientation convergence. American political culture provides cultural soil and spiritual power for the development of think tank, whose transforming process from non-ideological policy-research to advisory research institutions whose responsibility is to influence government decisions. And this phenomenon is actually the response in organization and practice pattern to participating political culture.

There are now more than 1000 think tanks in America. The Brookings Institution, founded in 1916, is the most influential and credible think tank in the United States and the international community. Its motto is “quality, independence and influence”. This paper takes the development of the Brookings Institution as an example to study the mutual construction and coordinated development between political culture and think tanks. Through the analysis of the development of American think tanks in more than 100 years, we can find the political and cultural foundation hidden behind it.

Judging from the political and cultural characteristics of the United States, think tanks are the embodiment of American political culture in the organizational structure and practice mode. Through the interaction and integration with the social environment, think tanks keep themselves healthy and orderly in a century, from which we can find liberal development to government interference, from globalization to de-globalization. All the changes and development of think tank reflect the cultural roots in America even dated back to Puritanism, Federalism and governance of alternate parties.

From the perspective of ideology, American political culture experienced a change from Liberalism to Conservatism and some revival of either of them during different administrations. Along with the change of governments and their policies, think tanks are also influenced in value orientation and participation in political behavior and etc.

Keywords: Political culture, Think tank, Brookings Institution, Liberalism, Conservatism

**Racial Performativity on a Hybrid Stage: On the Postmodern Dramatic Strategies in  
David Henry Hwang's Yellow Face**

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David Henry Hwang, hailed as the most prominent Asian American playwright, garnered the 1988 Tony Award for his great hit *M. Butterfly*. *Yellow Face*, a finalist for the 2008 Pulitzer Prize, follows and even goes beyond the theatrical strategies employed in *M. Butterfly*, even if there is an elapse of 20 years or so. In this Pirandellian metadrama, Hwang imbeds media commentaries into the fragmented narrative in the form of collage. The racial myth prevalent in America, therefore, is deconstructed by the subjective racial performativity rendered as a tactic of resistance. Meanwhile, the hybrid stage laden with Chinese cultural elements conveys the vision of creating a utopia of racial harmony. Approaching from three dimensions of textual narrative, dramatic structure and stage space, it is revealed that such strategies as non-linear narrative, metadramatic form and hybrid stage are adopted to subvert stereotyped Asians staged in America and thus embody the fluidity and performativity of (racial) identity featuring the postmodern era.

Keywords: David Henry Hwang, *Yellow Face*, racial performativity, postmodern dramatic strategies

**The Council on Foreign Relations and the Making of US China Policy, 1950-1980**

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This paper focuses on the role of the Council of Foreign Relations (CFR) and associated non-governmental organizations in preparing the ground for the US decision to reopen relations with China, and ultimately to move towards full diplomatic recognition in 1979. With the eventual Communist takeover of China increasingly anticipated, by the late 1940s, the Institute of Pacific Relations, the US-based foreign policy think tank that had focused upon Asia, became the subject of ferocious McCarthyite charges that it was a Communist front. US Foreign Service officers who had predicted Mao Zedong's victory were likewise accused of being Communist agents. With the subject of China policy close to politically radioactive from 1950, in the 1950s and 1960s the CFR became a forum for discreet, private discussions of developments in China among China specialists, including academics, journalists, businessmen, and government officials from the State and Defense Departments and the CIA. Existing China specialists regrouped on the CFR, and new ones were brought into these deliberations. The CFR published

books on Sino-Soviet relations and China policy and, in the 1960s, a major series of studies dealing with most aspects of US China policy. McGeorge Bundy later argued that these efforts were central to preparing the ground for the resumption of US relations with China. This paper seeks to assess just how significant the CFR and associated non-governmental organizations, including the National Committee on US-China Relations, the

Asia Society, and the major philanthropic foundations, were in helping to change the climate of US public opinion toward China and facilitating moves to resume US relations.

**To Keep "Death" in Anonymity: DeLillo's Idiosyncratic Conceptualization of "Death" in Point Omega (让“死亡”匿名：《欧米茄点》中的德里罗式“死亡观”)**

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Among all American novelists labeled as masters of postmodern fiction, no one, in all likelihoods, is in a better position to claim himself as a metaphysician, if not philosopher, than Don DeLillo is. DeLillo's metaphysical profundity is invested largely in his meditation, somewhat obsessive in nature, on death, which he performs with high fictional artifice in his Point Omega. Richard Elster, hero of the novel, is a retired strategy analyst who once worked with the Pentagon and played an active role in planning the Iraq War. Consumed with an implacable sense of guilt for all the lives lost in the War, Elster retreats to a Californian desert and awaits with all bitterness his impending death, or Point Omega. Contrary to Pierre Teilhard de Chardin, French Jesuit-Catholic-priest inventor of the term Omega Point, Elster, whose mindset has been since long both strongly and helplessly interpellated by a cult of reason, conceptualizes death in a purely materialistic way, which can be in part, if not to the fullest degree, manifested in DeLillo's deliberate and sarcastic practice of reversing, to entitle his 2010 novel, Teilhard's Omega Point as Point Omega. Nevertheless, Elster's rationalistic, and thus "definite", perception of his coming death does not secure him happiness in the remaining days of his life; instead, his reason-based conceptualization condemns him to a state of sure doom, characterized by an excruciating vacuity of life's meaning or value. Don DeLillo, in "Anonymity 1" and "Anonymity 2", two sections that bracket the 4 chapters centered on Richard Elster and his interviewer Jim Finley, expounds an alternative view on death that might help dispel doomed certainty involved in Elster's reason-formulated understanding of death. DeLillo's meticulous observation and description in the two sections affords his readers a fresh and stimulating experience of watching 24 Hour Psycho, Douglas Gordon's 2006 installation in the Museum of Modern Art in New York of Psycho, a Hitchcock movie classic, which screens the original at the tempo of merely 2 frames per second and so, lasts for consecutive 24 hours. As Henri Bergson notes to the effect that time is perspectival and a much slowed-down experiencing of time might

result in a new, and most probably rewarding, perspective on it, to which, 24 Hour Psycho functions so well as a reminder. As one's perspective on time is in full sense synonymous with his conceptualization of death, there is no wonder that Jim Finley should lead Richard Elster, his interviewee, to watch 24 Hour Psycho, which is intended to reconfigure Elster's mechanism of perceiving time and death and so, alleviate his death-driven anguish, and in the meantime, triggered off by a sudden and mysterious disappearance of Elster's daughter, Jessie. Although Jim Finley might mean to help build on Elster's mind a death view, close in nature to Teilhard's Omega Point, which amounts to no more than a Jesuit-Catholic redemption by form of a communion with the divine, Don DeLillo drops one hint after another throughout the novel that leads to an inconclusive conclusion that neither Omega Point nor Point Omega, or in other words, neither salvation nor condemnation, can offer a sufficiently pleasing diction of calling death by a name; instead, to keep "death" in anonymity or mystery is likely to be a non-solution solution to the human predicament, so consolatory, if not redemptive, as to make life endurable, to which, a much decelerated subjectivization of time can contribute a lot.

Keywords: Don DeLillo, Point Omega, Omega Point, Henri Bergson, conceptualization of death

## **National Strategy and The Internationalization of American Higher Education**

(美国高等教育国际化与国家战略)

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Since the United States became a global super power with the closing of WWII, its national strategy has been adjusted and re-adjusted. Although in different historical eras the specific domestic and foreign strategies of the country differ, yet from the perspective of higher education, including the educational policies of the federal government as well as the practices of the institutions of higher education and different educational organizations, they all serve the overall national strategy well.

Ever since WWII, the United States has been a leader in the internationalization of higher education, which not only brings great economic and intellectual benefits to the country, helps to ensure the safety of the nation, but also introduces the American values to the rest of the world successfully. A study of the American experience in the promotion of the internationalization of higher education helps to better understand its significance in promoting the construction of the overall national strength and in raising the global competence, and hence an indispensable part of the national strategy of a country.

This paper first states the two main reasons of the booming of the internationalization of high education in the US after WWII, namely the global trend—internationalization has become mainstreamed at the national and institutional level in most countries of the world, and the traditional American values that keep America the leading country in higher education and urge America to prepare national and world leaders educated and experienced in foreign languages and cultures.

Then the paper focuses on the four major policies and strategies of the internationalization of higher education in the US and its tangible benefits. Internationalization is often conceptualized today as consisting of two main streams of activity: internationalization abroad and internationalization at home. Based on this conceptualization, I categorize the policies and strategies into four types. Inbound mobility of students is to attract international students to the U.S. by setting up programs including scholarships, visa-related initiatives, and "study in"-type efforts. U.S. government scholarships for incoming international students are primarily the purview of the State Department's Bureau of Educational and Cultural Affairs (ECA). Programs such as Fulbright Foreign Student Program and Global Undergraduate Exchange Program are among the over 50 programs open to non-US citizens for mostly credit mobility. Visa regulations were tightened shortly after 9/11 for security reason but were changed later to attract international students by making it easier to obtain a student visa, enjoy work permission during study, or seek employment after graduation. Regulations such as the extension of OPT from 12 months to 29 months for students graduating in STEM degree programs is among the many visa-related initiatives. Outbound mobility of students is primarily promoted through scholarship and financial aid policies to encourage American college students to be exposed to a foreign language and culture for a longer time. But as in the case of inbound mobility, these programs are for credit mobility rather than degree mobility. The third strategy is to promote higher education internationalization through exchange programs on both the students and academics level. As to the China-US educational exchange, the 100,000 Strong Initiative announced by President Obama in 2009 and the upgraded version 1,000,000 Strong Initiative launched in 2015 are among the many programs that promoted China-US bilateral educational exchange, which also include the flagship program—Fulbright. The fourth major strategy is to develop cross-border education, which typically entails "partnerships between institutions, or an institution in one country establishing a presence in another country". The American government has been very strict in appraising the quality; therefore COPA issued Principles of Good Practice in Overseas International Education Programs for Non-U.S. National in 1991 and CHEA worked out Principles for United States Accreditors Working Internationally: Accreditation of Non-United States Institutions and Programs as guiding principles. Again, as to the China-US cooperation in this arena, Center for Chinese and American Studies of the Johns-Hopkins University-Nanking University and other enterprise-sponsored programs such as Microsoft Research Asia are good examples. In general, cross-border education has not been a strong focus for U.S. federal government policies and programs—either in terms of support or regulation.

The internationalization of higher education serves the national strategy of the US well. It helps to attract the best talents from all over the world and some of them stay on after graduation; the rate of Chinese Ph.D. graduates reaches 90% during the four to five years after graduation. It increases international relationships and exposure to US values, culture and society; thus the security, stability and economic vitality of the US in a complex global era is retained and even increased. In addition, the inbound mobility brings huge economic benefit. All these prove to be vital to the national strategy of the country.

Keywords: internationalization of higher education of the US, overall national strength, national strategy, China-US educational exchange

### **How Affirmative Action Turns Chinese Americans into a United Political Force**

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It is a universal truth that we can't use some labels to define a race or a nation because everyone is unique. Completely denying the existence of so-called national characters, however, is also biased. For Asian Americans, especially Chinese Americans, this character sometimes can be "not-so-willing-to-participate-in-political -affairs", with influence of eastern culture and their focus more on economic field. Over the years, seeing a lot of "ceilings" in social life, Chinese Americans more and more find achieving American dream by obeying rules instead of joining in making rules a myth, hence the consciousness of uniting as a political unit. The process, nevertheless, is not smooth until affirmative action was held high, which, together with the Bill AB1726 (Singling Out Asian Americans), make many Chinese Americans that used to be Democratic supporters turn right and unite with others. There's nothing more than education issue provoking Chinese Americans. They actively supports SFFA (Students for Fair Admissions) to do protests, and in July 4, 2018, Trump administration decided to rescind Obama Guidelines on race in college admissions. Around affirmative action, there were always some controversies like reverse discrimination, but none of them are as intense as that today. This paper tries to decode the reasons why Chinese Americans are against affirmative action fiercely now from three aspects, namely, the overview of Affirmative Action, the logic of pro-AA and anti-AA, and the special reasons why Chinese Americans against AA.

Key words: affirmative action, Chinese Americans, Bill AB1726, reverse Discrimination

## **Narration and Tension: A Study of *A Rose For Emily* by William Faulkner**

(叙事与张力：浅析威廉·福克纳的短篇小说《给艾米丽的玫瑰》)

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Tension theory was first raised in 1937 by Allen Tate, a theorist of New Criticism. He states that the beauty of poetry is generated by the unity of those contradictory elements contained within, which is the so-called tension. This theory later has been developed and widely applied to study and criticize narrative works. The Southern American writer, William Faulkner is famous worldwide for his short stories, of which *A Rose for Emily* is a typical work of narrative tension.

Keywords: tension, narration, *A Rose for Emily*, William Faulkner

## **Sino-U.S. Joint Leadership of Global Climate Governance**

**and China's Climate Diplomacy toward the U. S.**

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Participating countries in global climate governance have been apparently divided for a long time, and negotiations have progressed slowly under the United Nations Framework Convention on Climate Change, which poses great challenges to the multilateral climate governance system. Thus, joint leadership among major powers plays a significant role in delivering the whole world out of a plight; under such circumstance, China and U.S. have jointly led the process of global climate governance elementarily. First of all, through self-mitigation and adaption, China and U.S. provide structural leadership; And through the implementation of climate diplomacy to promote multilateral climate cooperation as well as reach international consensus, these two countries provide instrumental leadership; Finally by taking the lead to make commitments and make efforts, directional leadership in climate governance is provided. Nevertheless, a comprehensive retrogression in U.S. climate policies is undergoing when President Trump comes into power. Accordingly, the structure of Sino-U.S. joint leadership, which is embodied in structural leadership, instrumental leadership and directional leadership, has been severely shaken. In response to this, China should adjust its climate diplomacy, while the Sino-U.S. joint leadership structure of global climate governance remains uncertain and needs further observation.

Key Words: Climate Governance, "G2", Governance Leadership, Climate Diplomacy

## **Anti-Free Trade Trump, Why Congress did not Rein in**

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The year of 2018 has witnessed Donald Trump as an anti-free trade President who launched trade wars with China and set higher tariffs even towards allies. Trump's protectionist trade approach is much against the Republican's free trade tradition. While the Republican-controlled Congress has the constitutional power over tariff, till now it has almost done nothing. This paper explores the reasons why Congress did not rein in Trump's trade war. Reflecting historically on the partisan inclinations on trade, the paper finds most Republicans have changed drastically on their attitudes on trade after Trump's election campaign. Moreover, loyalty plays an important role in understanding Congress' inaction. Some loyal republicans believe Trump's current trade strategy will benefit America in the long term. Other republicans remain silent as the impacts of high tariffs haven't hurt their constituents yet. Notably, those who voice against Trump are very likely to be punished, suffering from loss in primary elections.

## **An Investigation of Construction-Reflection-Reconstruction of the American Identity after the End of the Cold War and 9/11**

**(从冷战结束与 9·11 事件探究美国民族性的建构—反思—再建构)**

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As "the imagined community par excellence" among all the modern nation-states, America, throughout its history, has defined its national identity by means of constant construction of the "Other" and frequent reflection upon the "Self", which make the American identity always be in the making. After the end of the Cold War, America suffers from the loss of orientation as a result of the absence of the "Other", witnesses the breakout of the "culture wars" due to the decline of traditional value system and the overstatement of multiculturalism, and confronts the challenge of 9/11 toward American triumphalism. At the same time, American academia conducts a multi-dimensional debate over the issues of "What is America" and "Who are we", during which a series of consensuses are reconfirmed, including those between the sacred and the secular, ethnic diversity and national unity, the evil other and the good self, etc., therefore, the American identity is re-constructed.

Keywords: the American identity, the Cold War, 9/11, culture wars, multiculturalism



## **Feminist Futures in the Performance Fourth World**

(表演学第四世界中女性运动的未来)

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According to Richard Schechner, we are living in a performatized, post-modern world where cultures are colliding, influencing, and interfacing with each other and are hybridizing at a swift and increasing rate. The outcomes of these collisions are not always pleasant. Performance studies can picture a Utopian society for us. It studies actions, events and behaviors which mark identities, bend and remake time, adorn and reshape the body, tell stories, and provide people with the means to play with, rehearse, and remake the world, in various realms to understand societies, groups, and individuals who embody and enact their personal and collective identities. As a category of theory it can understand and give responses to this global situation. Inspired by the concept of the Third World, Schechner proposed a Performance Fourth World of aesthetics as a counterweight to religion, politics and business. Today's Fourth World is a proportion of people present everywhere with a majority nowhere; what unites the new Fourth World is a community of purpose, a mode of inquiry. The vanguard of this New World, according to Schechner, are performance theorists and artists who practice collaborative performance research, activists, scholars, people who know that playing deeply is a way of finding and embodying new knowledge, renewing energy, and relating on a performative rather than ideological basis. Feminist movement is currently one of the most widespread movements around the globe and a frequent subject of performance studies. From America to China, the end of 2017 and 2018 now witness a heated #Metoo movement against sexual misconduct. Feminist movements will need to be more performative to gain power in this Performance Fourth World.

Keywords: Performance Studies, Feminist Movements

## **The Power of "Slow Media" in the International Education Exchange of U.S**

(美国国际教育交流中“慢媒体”的力量)

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In a country like U.S. where pragmatism is rampant, too much attention has been paid to the role of "fast media"(radio, TV, Internet more recently) in its international cultural exchange. The reason is plain and simple: the effect of "fast media" is quantifiable. Throughout history, this unidirectional communication model is often used to change the attitude of the target audience, especially in wartime. In the book *The First Resort of Kings: American Cultural Diplomacy in the 20th Century*, Richard Arndt categorized the approaches of U.S. cultural exchange as propagandist, informational and cultural. The fast media is often adopted by the first two approaches.

However, this paper argues that when it comes to international education exchange, the power of "slow media" (books, libraries and cultural centers and people-to-people exchanges) should not be ignored. Different from the "fast media", "slow media" seeks to affect the audience gradually and aims at fostering mutual understanding over long period of time.

The paper will look back in the history of U.S. international education exchange and exemplify how the "slow media", as a typical cultural tool, was adopted by the U.S. government and private sectors, and how these two forces cooperated and sometime conflicted with each other. Case study is adopted in this paper. Two typical "slow media" programs will be analyzed: books abroad program and American libraries.

As a historical study, this paper mainly focuses on the cold war period, when the bipolar powers constantly waged battles of "winning hearts and minds". The paper tries to answer the following questions:

1. Did the books abroad program justify as a international education exchange?
2. How did the program survive and even thrive among all the propagandist programs?
3. How did the government agencies and private sectors cooperate in this program?

The paper concludes by pointing out that the very essence of international educational exchange lies in its "slowness". The so-call innovation in this matter doesn't necessarily mean the cutting-edge technology. The true innovation is the evolution of the idea of international educational exchange.

Keywords: Slow media, ideas of education exchange

## **The politicization of Immigration in the U.S: Process and Its Effect**

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The politicization of immigration means that immigration is in political process from social sphere, including immigration issue, decision-making and immigration policy. The politicization of immigration has seriously affected American politics since 1990s. Salience, polarization and more actors engage in immigration reform, which are three standards to describe the politicization of immigration. According to this theory, politicization of immigration in the U.S is divided into 2 stages, including salience (1990s-2005) and polarization and more actors' involvement in immigration reform (2006-at present). What's the approach of the formation of American politicization of immigration? It includes party's elective strategy, media 's narrative propaganda, social movement and emergency, such as 911.

Currently, the politicization of immigration in the U.S has been polarization, which plays very important role in American politics. For example, during the process of the politicization of immigration, lower- middle class are against immigration, which makes the right win in election. In addition, political and social order are disorder and in chaos. Moreover, the politicization of immigration causes Trump's monism immigration reform, which pays more attention to security benefits rather than combination with security and economy.

Keywords: Politization, immigration, illegal immigration

## **The Study of Martin Eden Based on Nietzsche's "Superman"**

(基于尼采的超人哲学解读《马丁·伊登》)

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Jack London, an outstanding American writer in the 20th century, has been suffering from the hardships of life since he was a child, and therefore has a profound understanding of life and existence. Jack London's thought, behavior and literary creation were deeply influenced by the great German philosopher Nietzsche. Nietzsche's spirit of transcendence has always inspired growing Jack, guided him to a higher ideal, and prompted him to create a number of literary works containing the trace of "Superman" growth. Martin Eden reveals London's thinking and understanding by narrating a young sailor's struggle for life and success in writing and his death after realizing the truth face of the society.

Based on Nietzsche's "Superman" theory, this paper focuses on the Martin Eden's "Superman" spirit in the process of his struggle for life and love in loneliness. In some extent, Nietzsche's

“Superman” refers to such a man who has strong will and has persistence in his pursuit and struggle, who has creativity in loneliness and who constantly revalue the current ideology and critique the old one, and also can surpass himself. The life of Martin Eden well embodies with the development of Nietzsche’s “Superman”. Therefore, this paper studies Eden’s life, love and suicide. Martin Eden’s persistence and forbearance under the harsh condition is the important factor to his success, which embodies his characteristic of “Superman” and then the disillusion of his love to Ruth shows his unique understanding and pursuit of love, which both caused his loneliness and death.

Keywords: Nietzsche, “Superman”, Martin Eden, Life, Death

### **A Digital “Historical Gaze” of Chinese Students in Iowa, 1911-1930.**

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This intends to investigate the potential of using the methods of digital humanities (DH) in immigration history studies. In the past two decades, transnationalism and diaspora studies have gradually become the reigning paradigm in migration history. However, the traditional historical writing marked by stasis and lack of interactivity has a flaw in demonstrating the dynamics of human mobility across national borders. Exemplified in the trajectory of Chinese students in Iowan colleges in the early twentieth century, this paper seeks to harness DH methods to challenge the current understanding of the history of Chinese students in the United States. First of all, this paper will analyze massive data gathered from college yearbooks, campus and local newspapers, archives of student organizations and Chinese students’ own publications from 1911 to 1930. Based on this data, the paper will create a database of the Chinese students’ information, including their origins, majors, year of admission and graduation, affiliations to student organizations and other social networking data. The subsequent section of this paper intends to rebuild and analyze the Chinese students’ social networks and transnational routes, and the following part will project them in a reader-friendly manner. As seen in the analysis of the data and its visualization, through serving in evangelical missionary organizations, the Chinese students in Iowa maintained strong connections with their home society and culturally assimilated to the mainstream society in Iowa. The Chinese students identified themselves not only as Chinese overseas students but also “citizens of heaven.” The conclusion refreshes the current academic debate on the Chinese students’ national identification as “patriots” or “traitors” and “ambassadors of western modernity” or “promoter of Chinese culture.” The “counter-intuitive” conclusion is only possible in a digital “historical gaze,” which indicates that the methods of DH will facilitate further exploration of immigration history.

Keywords: digital humanities, Chinese students, Iowa

## **Thoughts on American Studies in Foreign Languages Program in China**

(论外语学科的美国学)

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The paper advocates the wide use of the concept of American Studies (美国学) in China. It first of all clarifies the similarities and differences of two concepts, i.e., American Studies (美国学) and the Study of America (美国研究), reviews the literature related, and presents the reasons why the concept of American Studies is strongly advocated in Chinese context. It proposes a working definition of American Studies in China. Some puzzles in the past and challenges at present of American Studies in China are reviewed and discussed. Then, the paper reviews and examines the origin, development and significance of American Studies in the US, which further helps understand the great importance of the concept of American Studies in China.

It is suggested that Chinese scholars of foreign languages should make good use of the publication of National Standards of Teaching Quality for Undergraduate Programs including Foreign Languages Program by the Ministry of Education of the PRC in 2018. According to the standards, Area Studies is included as one of the bases of Foreign Language Program. It legitimizes the status and great importance of American Studies in the program. Therefore, it is encouraged that scholars of foreign languages could be intensely devoted to American Studies. The paper proposes some suggestions for developing and prospering American Studies in China, including possible themes of study, theories, research methodologies, frameworks of analysis, principles, etc. Backed by the advantage of foreign language proficiency and relying on cross-disciplinary theories and research methodologies, scholars of foreign languages could explore a wide range of topics concerning the history and culture of the US and help bridge the differences in the cross-culture dialogues between China and America. It could be the historical mission of Chinese scholars of foreign languages in the new era.

**Keywords:** American Studies, Foreign Languages Program, Chinese Scholars

**More of a Gift than Imperialist Obligation: An Analysis of The Boxer Indemnity Scholarships on Chinese Higher Education**

(礼物大于义务：浅析美国庚款奖学金对中国高等教育的影响)

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The American Boxer Indemnity Scholarships (ABIS) have exerted great influence on Chinese higher education. Firstly, they facilitate the modernization of Chinese higher education and enhance the quality of it; secondly, they change the trend of education for studying abroad; thirdly, they promote the development of modern library science in China. Without Boxer Indemnity Scholarships, Chinese higher education would not have developed so fast as the returned students later become the mainstay in the modernization of China. They contributed greatly in the areas of education, science, engineering, meteorology, archeology, law, etc..

However, there is no doubt that the return of the Boxer Indemnity is aimed at maintaining and maximizing America's interests in China and promoting America's international image. First, it is a wise way to ameliorate the U.S- China relations that deteriorated because of the renewal of Chinese Exclusion Act and the mistreatment of Chinese immigrants in America. Moreover, by offering an opportunity to study in its universities for young and promising Chinese students, who are supposed to be the future of China, America could infuse its values and ideas in their minds. When these youngsters graduate and return to China, they could help mold China in the American way. Last but not the least, the gap between Chinese culture and American culture will be bridged when those American concepts are absorbed by those students and bring back to China.

This paper mainly discusses the influences of ABIS on Chinese higher education. It is divided into three parts. The first part discusses the usage of ABIS in China. The second part analyses the achievements resulted from ABIS on Chinese higher education within China. The third part analyses the achievements of the ABIS students in America. This paper concludes that although ABIS are not returned without imperialist intentions, it greatly facilitated the modernization of Chinese higher education and had far-reaching effect on future generation in China.

Keywords: American Boxer Indemnity; Chinese higher education; modernization; achievements

## **Re-examining Model Minority Myth in Contemporary Chinese American literature**

(当代美国华裔文学中的模范少数族裔形象)

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The development of the civil rights movement and multiculturalism since the 1960s enables Chinese Americans to get rid of the yellow peril stereotype. Instead, they are acclaimed as model minority for their socioeconomic achievement. This seemingly positive image, however, establishes a new stereotype which bears racial discrimination and racial conflicts. This article intends to re-examine model minority myth and male hysteria, pointing out the racial and sexual castration of Chinese American men.

Taking Gish Jen's "Birthmates" and David Wong Louie's "Pangs of Love" as examples, this article will explore the ethnic identity, gender anxiety and ethnic relations of Chinese American protagonists. Meanwhile, by analyzing the humor and absurdity in the two short stories, this article tries to clarify Chinese American narrative strategy as a reaction to the model minority myth.

Keywords: Chinese American literature, model minority, ethnic identity, masculinity, humor

## **Paul Auster Study in China**

(中国的保罗·奥斯特研究)

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Paul Auster is a very popular contemporary American writer in China. He's gifted with a wide range of talents which win him a wide range of readers: attractive words, imaginary stories, ingenious narrative skills, labyrinthine structure, numerous symbols and metaphors which leave a huge room for interpretation. So his books are received very well among Chinese scholars, writers as well as common readers. More than 10 of his books have been translated into Chinese by 2018 including 9 fictions and 4 non-fictions. In the academic world, 27 journal papers and several books studying him have been published in China. This paper is aiming at make a detailed analysis of different aspects and perspectives of these studies concerning Auster. Because Auster is an innovative writer who's always diligent in experimenting in new literature genre and form, many studies about his writings are concerning his narrative structure and skills, such as meta-fiction, narrative skill of post-modernism. He may choose some kind of literary

genre, but just use it as a sheer form and violate the rule of it and put a lot of metaphoric meaning into the story; identity of the main characters and the subjectivity of the text are the usual themes of these kind of stories from which the readers could feel a strong sense of existentialism like Franz Kafka and Samuel Beckett. Many scholars are also interested in the writer's real self consciousness reflected in his fictions and non-fictions, for example, the main characters in his fictions frequently enter into the stories as a writer, which is interpreted by many as more or less his self anatomy; father issue is one of the main theme of his non-fiction, which is also interpreted by many as his means of searching for self identity. As for settings, many of his stories like *The New York Trilogy*, *The Brooklyn Follies*, *Sunset Boulevard*, etc. set it in New York city, so that quite a few of the studies are about city study and space structure. In the era of post-industrialism, big cities like New York have played a very important part in constructing people's subjectivity and self-identity. And some scholars also sense a change of Auster's creation after 9-11 incident: his fictions more or less convert from post-modernism to realism, because he's somewhat disappointed in the government's performance in international political transactions and he hopes to heal the trauma of American people after the terrorist attack by writing something real and optimistic.

This paper would not only try to study different features of Paul Auster's works in different periods of his writing career, from the aspects of structure, theme as well as narrative skills, but also do some research of the change of related studies of his writings in China of recent years, and find out the connections between them.

Keywords: Paul Auster study, China, post-modernism, New York City, subjectivity

## **Party Identification of American Ethnic Minorities**

(美国少数族裔群体的党派认同研究)

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The United States introduced the immigration act of 1990 add new terms that enables more immigration are able to officially be the U.S. citizen: It increased total, overall immigration to allow 700,000 immigrants to come to the U.S. per year for the fiscal years 1992–94, and 675,000 per year after that . Most of the new immigrations are ethnic minority groups represented by Hispanics and Asians in the United States. In some southern states, the number of ethnic minorities has already exceeded the number of whites, and their party identification are the new attention paid by Democrats and Republicans. California is a typical example that ethnic minorities have a great influence on the its partisanship. There is no doubt that the Democrats



will win California. However, before the 1980s, people in California strongly supported toward Republican. A series of Republican policies in the 1990s, including a bill to deny illegal immigrants' medical care and education, made the Republicans lose the supports of ethnic minorities.

Generally speaking, the mainstream party identification of ethnic minority politicians is the Democratic Party, the population of ethnic minorities with Democratic background is over those with Republican background. In the case of Congress, African-American and Hispanic congressmen with Republican background, but the proportion is very small; there is no Republican Asian and Pacific Islander congressmen elected in the recent two tenures. It can be seen that the Democratic Party is indeed the party's identity of the minority politicians . The party identification of most ethnic minority voters has experienced a change from the Republican Party to the Democratic Party. 1960s is the watershed that African American vote for the Democrats instead of the Republican: President Lyndon Johnson introduced the landmark Civil Rights Act of 1964 (which prohibits segregation in public places) and over 94% African-American voted him. Asian voters also changed their party identification after the 21st century: they are in favor of the Democratic Party's deal on education, employment, and health care which are closely related to their daily life.

Keywords: Party identification, Ethnic minorities, Two-party system

### **The Rural American and Trump's Win (美国农村与特朗普的当选)**

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Due to the dwindling of the rural population and the rapid development of urbanization of America, American Studies in both the States and China has long neglected the rural part of America. The rural America, in fact, which includes but is not limited to the farm counties, played a big role in electing President Trump in the 2016 Presidential Election. Trump fared very poorly in American cities while Clinton did just as badly among rural voters. This is especially prominent in some blue states from the Northeast to Midwest, such as Wisconsin, Pennsylvania, and Ohio, which are considered as safe for the Democrats but turned Red. The political divide between the two groups has been growing more stark in America for years. The issues that pushed the farm voters toward Trump include estate tax, minimum wage, Affordable Care Act, the renewable fuel standard etc. The urban-rural divide in America, with the urban and the rural share equal hostility towards each other, has led to the political polarization of America. The political map of America has since changed dramatically. Instead of blue states and red states, the map should now be divided in terms of blue counties and red counties. Trump

administration's policies, however, failed to keep his promises to the farmers. Nevertheless, the win of Trump is itself a demonstration of the political power of farmers in America, which has long cherished the idea and ideal of agrarianism in its history. The nation's nostalgic lament of the loss of the small-scale family farm in the face of globalization and agribusiness all contributed to the Farm Bills and subsidies that favor farmers. With this in mind, it is not difficult to understand the \$12 billion bailout plan and the \$4.7 billion subsidy plan issued recently by the Trump administration for farmers who suffer or will suffer from trade-war with China.

### **A Study on Women Writers of Chinese American Literature (美国华裔女性作家研究)**

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Chinese American literature is an important part of contemporary American literature, which mainly focuses on the issues of memory, race, identity, and Chinese American culture. Most of Chinese American women writers like Maxine Hong Kingston and Amy Tan, who has long been left their homeland in China, have always been troubled by the identity crisis. Living the life of diaspora in a foreign country, they try to find their own roots and a sense of belonging. Therefore, the quest for one's own identity and the cultural identity is prevailing in Chinese American literature. Through retracing the memories of their homeland and rewrite their family stories, these Chinese American women writers try to find their own cultural roots, and gradually reconstruct their Chinese Americans identities. Actually, it is not difficult to find that a large number of stories in Chinese American literary works are related to traditional Chinese cultural materials, such as No Name Woman and the White Tigers in Kingston's The Woman Warrior. Drawing on the sources of Chinese culture, these writers successfully attract readers' interests to learn more about Chinese culture.

This paper attempts to discuss how these Chinese American women writers try to establish a new cultural identity of their own through the stories they told and how they utilize the way of storytelling to make Chinese culture more flourishing in western countries.

Keywords: Chinese American literature, Diaspora Literature, Identity Crisis, Memory Studies

## **Educational Exchange Makes a Difference:**

### **Quantitative and Qualitative Examinations of the Impacts of the Fulbright Program on U.S.-China Relations from 1979-2017**

(教育交流改变中美：富布莱特项目对中美关系影响的定量与定性研究（1979-2017）)

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Educational exchange has been a prominent feature of U.S.-China relations since the 1972 Shanghai Communique, in which both sides agreed to facilitate such activities. Despite ups and downs in the bilateral relations in the political, economic, and military domains since the foundation of the People's Republic of China, educational exchange programs, after its resumption in the 1970s, have been constantly contributing to the improvement of the bilateral relations.

This study explores the impacts of educational exchange programs on U.S.-China relations from 1979 to 2017 through focusing on the Fulbright Program, one of the major cultural exchange programs in the United States with the goal to improve intercultural relations between the United States and other countries as well as increasing mutual understanding around the world.

Five parts constitute this paper. The first part gives a review of extant research on the impacts of the Fulbright Program on U.S.-China relations. Second, it briefly reviews the history of the Fulbright Program in China, which witnessed the suspense in 1949, the revival in 1979, the expansion in 2004, and a further expansion in 2010. The third and fourth part respectively employs quantitative and qualitative methods to examine the impacts of the program on the bilateral relations, with the conclusion in the last part.

Data for the quantitative examination come from the table that measures and gives a value to U.S.-China relations from Institute of International Relations of Tsinghua University and statistics from official websites of Fulbright Scholar Program, Fulbright U.S. Student Program, and Fulbright Foreign Student Program. The study finds that after the revival of the Fulbright Program in China in 1979, the number of its participants, including scholars, students, and teaching assistants, has a statistically significant relationship with the value that measures U.S.-China relations. U.S.-China relations improve as there are more participants in the Fulbright Program. And this relationship remains after the variable bilateral trade amount is added.

Drawing on documents from official websites of the United States and China, interviews reported on Fulbright Student Program Blog, and related books and articles, the study also finds that despite some negative influences, the Fulbright Program has been playing an effective role in improving and strengthening U.S.-China relations. Individually, cultural misunderstanding

between people in the two countries has been lessened. Nationally, the gap between the two countries was bridged when there were tensions and the partnership was consolidated over the peacetime.

Keywords: The Fulbright Program, U.S.-China Relations, 1979-2017

**Reconstruction of Race in New Orleans of the Late 19th Century: Reading and Analyzing Racism in Kate Chopin's *The Awakening***

(19 世纪后期新奥尔良的种族重构——凯特·肖邦的小说《觉醒》中的种族主义思想分析)

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In the late 19th century, the most prominent racial problem in the American South was the relationship between whites and blacks after the abolition of slavery. In New Orleans, an important southern city, racial problems were even more conspicuous, because of their complexity. Taking this period of New Orleans as its story background, Kate Chopin's novel *The Awakening* reflects the social and political struggles around race issues at that time, and responds to the racial problems that confronted New Orleans. A close reading and an analysis of the details in the text will reveal that the novel not only repeatedly captures the racism of the Creole society of New Orleans, but functions as an instrument to construct racial identity and solidify racial prejudice.

Keywords: American South, race; Kate Chopin, *The Awakening*

**Public Diplomacy of the United States and US-China Relations from the perspective of Internationalism---Taking Fulbright Program as an Example**

(从国际主义角度分析美国公共外交政策和中美关系——以富布特项目为例)

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This paper is an analysis on the influence of the public diplomacy of the United States on China-US relations from the perspective of internationalism with Fulbright program as an example. Public diplomacy Public diplomacy is a diplomatic form characterized by cultural exchange and information program with the purpose to enhance the international influence and improve the

international image of one country by knowing about and influencing the public of another country. Fulbright program is one of the most successful examples of the public diplomacy of the United States, which was put forward by James William Fulbright and later became a program sponsored by US government, covering over 150 countries and regions. The wide coverage of this program is a self-evident demonstration of the internationalism. Internationalism is always one of the main themes of the US diplomacy as the US is always committed to be a leader in the world. The internationalism of Fulbright program can be concluded into the following three points: this program serves as a bridge in promoting international exchange of education; it also has an influence on the understanding and values of scholars and students who participate in this program around the world; it helps the United States secure its leadership in the aspect of soft power as well. The significance of Fulbright program on China-relations is mixed. The positive significance is that this program provides an alternative opportunity for the Chinese scholars and students to get an access to the world-renowned American education, and to realize their dreams, and this program also enhance the educational exchange between China and the US. Meanwhile, in this program, Chinese scholars and students get the chance to know about each other and become friends, thus solidifying the public foundation of China-US relations. But as there are restrictions on the choice of subjects and disciplines in this program, the knowledge that the receptors of this program may be unable to get a full and accurate understanding on the US. So, in participating in Fulbright program, the Chinese students and scholars should be able to defend their own values as well.

Keywords: Public Diplomacy, China-US relations, Internationalism, Fulbright program, Educational exchange

### **Promoting Cross-Cultural Awareness: American Studies for Chinese English majors**

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At a critical moment in history between China and the US, promoting cross-cultural awareness is all the more urgent a mission for educators of the two countries facing each other across the divide. We need to promote cross-cultural awareness amongst people immediately involved in the present mire of conflicts and confrontations, but more importantly, amongst the young and future generations, in whose hands it is that the future China-US relation falls. For this end, education, especially education exchange, plays and should play a vital role, and it is right here that the urgent need to revise and re-design college programs lies, transforming the information-intensive “Introduction to America” to cross-culturally programed “American Studies”.

**Studying America from Below?: The Problem of Research Relevance in China's American Studies (重构“自下而上”的美国研究? : 对国内美国研究相关性问题的评估与反思)**

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Chinese scholars study America from different perspectives and for different reasons, but most are motivated by a desire to understand America's development, both as a reference point and a determining variable, for the benefit of China's own development. Therefore, the question of relevance should be fundamental to American Studies in China, i.e., depending on what is being researched, China's American Studies will have greater or lesser importance for the country's relations with the United States. In practice, however, various factors have contributed to a growing gap between the research questions raised by Chinese scholars and the real issues concerning the Americans. Such a split between research and reality was amply illustrated when the majority of China's America watchers missed the anger and desperation of blue-collar, rural white Americans that propelled Trump into the White House. The failure to predict Trump's victory is but one of many examples when China's American Studies community missed the bull's eye on America's unique realities – the ongoing trade war is just another case in point. In fact, the problem of research relevance in China's American Studies seems so grave that a prominent American Studies scholar in China has called for a reorientation of the field, urging his colleagues to visit the factories in Dayton, Ohio and talk with the peanut farmers in rural Georgia – in other words, to refocus their research on the American people and “study America from below”.

This paper explores the problem of research relevance in China's American Studies as China-U.S. relations comes to yet another historical juncture. While rejecting research relevance in a narrow policy sense, this paper argues for the advantages of supplementing the traditional/dominant “top-down” approach in China's American Studies with a more nuanced, “bottom-up” approach that privileges the more relevant issues for the field of study. I begin by reviewing the main features of the discipline since 2010 (following up on previous literature), and lay out the relevance problem in both qualitative and quantitative terms. I then discuss the reasons why some research conducted by Chinese scholars is prone to be irrelevant to the real concerns of American Studies. Lastly, this paper suggests several steps that can be taken to redress the shortcomings in dealing with the problem of research relevance in China's American Studies.

Keywords: America, American studies, research relevance

**The Influence of New Media on U.S. Political Ecology: an Analysis Using Donald Trump and Twitter as Example (从特朗普推特看新媒体对美国政治生态的影响)**

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That new media can serve as an indispensable element in winning political elections is once again proved by Donald Trump's victory in the 2016 U.S. presidential election, previously exemplified by those of Barack Obama. After his inauguration, Trump continues to rely on new media platforms such as twitter as regular means to exert political influence and has gained notable results. It is now evident that new media have become a new normal in U.S. politics. New media, including social media like twitter, shorten the virtual distance and flatten the hierarchical relations between political figures and average American people; this displays a structural resemblance to the populist political relationship between political leaders and "the people" which emphasizes closeness and faithful representation. Trump's populist victory prove charm of the "new media+populism" combination. This model may continue to infiltrate American politics with the spreading of new media, catalyzing the proliferation of populism.

Keywords: New Media, Twitter, Political Ecology, Populism, Donald Trump

**Chants Soft Power: A Study on American "Boxer Indemnity Scholarships Program"**

**(软实力颂：美国“庚款兴学”研究)**

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American "Boxer Indemnity Scholarship Program" has been an opening chapter of Sino-US education exchange. Spanning 1909 when the first group of Chinese students embarked on the journey to America, to 1943 as US government renounced Boxer Indemnity<sup>1</sup>, it was the initiator of a succeeding series of education exchange between China and the other member states of the Eight-Power Allied Forces. Different from the previous tough military aggression, this education program wielded soft political power on China during its turbulent transformation from semi-colonial and semi-feudal late Qing Dynasty to The Republic of China. It, to a certain sense, already manifested the engendering American "soft power". It is true that the term "soft power" was coined by Joseph Nye of Harvard University in 1990 referring to "The Changing Nature of

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<sup>1</sup>胡礼忠, "富布莱特项目与中美交流", 《国际观察》, 2000年第5期.

American Power"<sup>2</sup>, and the term has now become a catchword in the modern world political arena as a significant measurement of state power, yet its traces could be find in the American "Boxer Indemnity Scholarship Program" as an intellectual challenge or even provocation to the precarious spirit and beliefs of Chinese people in the late Qing Dynasty. In this sense, the American "Boxer Indemnity Scholarship Program" in form of education exchange may has been a temporary economic compromise, but it wasn't a "Magnanimous gift".

Keywords: The Boxer Indemnity, American "Boxer Indemnity Scholarships Program", soft power

### **Not Just a Game but a Form of Soft Power: Political Implications in American Sports**

(不仅是游戏,而且是软实力: 体育中的美国政治)

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The essay outlines the trajectory of the development of American sports and its relation to American politics and ends in the arguing of the American soft power in sports. In the domestic sphere, the ruling authority shapes sports participation and regulates sports acceptability standards. Besides, sports ritualizes and encapsulates American national identity, thus boosting nationalist sentiment and patriotism. Although the political and cultural overtones inherent in American sports potentially contributed to social integration among different groups, the fusion of race, ethnicity and gender in the field of sports experienced an arduous course, synchronizing the exercise of power dynamics and hegemony in political aspects of American life. In addition, American politicians appropriated sports with sophistications as valuable political resources in achieving their purposes; and sports stars take advantage of their privileged and rare public spotlight to get involved in political issues or to engage in political recruitment. In the international arena, America is inclined to demonstrate the superiority of political values over its opponents and promoting socio-political ideology through athletic prowess, with the advent of modern Olympics and nation as the prominent vehicle in the global athletic battleground. With the development of globalization, sports, among the various forms of agencies of American soft power, play the role, unintentionally or deliberately, of the cultural missionary from American, conveying U.S. ideas, myths, and models abroad and enhancing Americanization. Thus, in the United States, sports are appropriated to promote its way of life, the so-called the American Way of Life, which is the embodiment of American exceptionalism, American myth and American dream. The discourse concerning the uniqueness of the country is well integrated with the

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<sup>2</sup>Joseph Nye, *Bound to Lead: The Changing Nature of American Power*, New York: Basic Books, 1990.



common activity, which may in fact put so much emphasis on the heroic spirit of the individual who participate in the sports. While individual sportsman is always seen as an individual hero in the U.S., he or she can also be inevitably made use of as the representation of the culture special in its overwhelming sway of national mission. This, for certain, fits so well with the central focus on individualism in the cultural and political aura in the U.S. The very idea of individualism out of the general demand for democracy, on the other hand, can also represent the country's image and mission. In this sense, the individual effort and the national endeavor mingle with each other in the sport activities, becoming the source of the American soft power.

Keywords: sports, American Politics, the American soft power, the American Way of Life

### **Decoding America in the Trump Era: Changes and Continuities**

#### **--From Iran Nuclear and North Korea Nuclear Perspective**

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Middle East and Northeast Asia are vital to the American grand strategy and are also primary regions for America to maintain its overseas interests. Iran and North Korea both have nuclear capabilities, but their nuclear capabilities are different. North Korea has nuclear weapons capabilities but Iran does not (even though it has the capabilities to enrich uranium and plutonium in order to produce nuclear weapons). Nonetheless, the Joint Comprehensive Plan of Action(JCPOA) already greatly restricted many of Iran's enrichment capacities. Iran and North Korea were defined as the axis of evil by former American president George W. Bush, the Barack Obama and Donald Trump's administrations took different strategies to solve Iran nuclear and North Korea nuclear crisis. Albeit various perceptions and approaches towards Iran and North Korea, American basic aim hasn't been changed which is to impose sanctions on Iran in Middle East as well as take advantage of North Korea to strengthen American alliances and contain China in the Northeast Asia. It is essential to analyze changes and continuities of American foreign policy towards the nuclear ambitions of North Korea and Iran, evaluate its reasons and trends. Lastly, as for the changes and continuities of American foreign policy, providing some reasonable suggestions for China to better response is indispensable.

## **American Education and China's Route to Modernization**

### **----A Chronicle Analysis of Pearl S. Buck's Fiction of Chinese Intellectuals**

(美国教育与中国的现代化之路——基于赛珍珠的中国知识分子叙事分析)

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Pearl S. Buck is the 1938 Nobel Prize winner for literature, who used to be a professor at Nanking University in the 1930s before she returned to America permanently after having lived in China for more than 40 years. Established by American mission board, Nanking University was a classic of American education transplanted to China. Her experience at the interface of two educations enriched her writings of China, where she dealt specifically with the significance of American education to China's modernization. After her initial concern of Chinese peasants in time of revolutionary turbulence in her early works like *The Good Earth*, she turned her attention to young Chinese intellectuals and considered America-educated youth as the promise of the future of China. She stressed the importance of the intellectuals going to the masses and regarded the idea of social service as the essence of American education. Her imagination of a modernized China was materialized in the work of a Yale graduate James Yen, who was devoted to enlightening the populace and working for their welfare. She metaphorically portrayed America-educated youths in her celebrated works like *A House Divided*, *kinfolks*, *The Pavilion of Women* and *Madame Liang's Three Daughters* and expected to find for China a route to modernization in American education.

Keywords: American education, modernization, intellectuals, Pearl S. Buck

## **"New Racism?"—A Debate on the Social Disparities between the Black and White in the United States**

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The Black Civil Rights Movement in the 1950s and 1960s removed the political obstacles for the American society to achieve the racial equality in the United States. But the social disparities between the blacks and the whites remain even today despite a lot of efforts made by the American government in the post-civil rights era, the most well-known being the affirmative action programs. On this phenomenon, a debate appeared in the early 21<sup>st</sup> century in the American society. The blacks mostly lay the blame on the historical sufferings they had

in the past and the remaining discrimination they encounter now in their day life, while the whites insist that American society is already a color-blind society since the successful civil rights revolution in the 1960s, and that the blacks themselves, if anyone is to blame, must be blamed for their poor situation. This so-called color-blind ideology is regarded by many blacks as "new racism". This paper is to argue that the debate, to a large degree, reflects the different views of the white and the black towards the racial issues in the post-racial or multicultural era, concerning the role of the government, the preservation of traditional values and the racial discrimination as an individual or institutional phenomenon, among others, and that the revival of populism in the 21<sup>st</sup> century, as well as the so-called "white backlash", lies very much in the different views towards these issues. To solve the social problems of the contemporary America, a balance of the demands between the white and the black needs to be firstly taken care of.

### **The Changing Role of Sino-U.S. Educational Ties: from a Crisis-management Tool to an Institutionalized Bridge**

(中美教育交流的角色变迁：从危机管理工具到制度化桥梁)

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The Sino-U.S. educational tie had undergone dramatic changes throughout the twentieth century. With the governmental intervention, the bilateral academic interaction had been enhanced intensively since 1905 before it suffered a complete termination in 1950 after the Communist Party won the civil war. The restoration of the educational tie occurred two decades later when Washington eventually recognized the government of People's Republic China in 1979, which marked the beginning of a strong and stable bilateral educational exchanges to date.

While voluminous literature observe that the Sino-U.S. academic exchange solidified during the first half of the twentieth century and from 1970s onwards respectively, few notice the changing role of the educational tie during these two time periods, and how it impacts the politics in different ways.

From 1905 to 1950, the bilateral academic exchange acted as a political instrument for managing the temporary crisis. However, neither Chinese nor U.S. government succeeded in coping with the crisis by enhancing educational exchange. The Chinese government, from Qing Dynasty to Nationalist regime, hoping to turned the overseas scholars into their supporters amid the domestic political chaos through generous financial grants and strict thought control, turned out to alienate the students, and even antagonized some of them. Washington, on the other hand,

tried repeatedly to resolve the bilateral diplomatic problems through educational exchange instead of working on the problem itself, but these actions were usually short-term palliatives, rather than cures. Despite its success in spreading knowledge and increasing academic interactions, it failed to win good feelings from the Chinese students or prevent the regimes of U.S.'s support from collapse.

1979 unveiled a new chapter for Sino-U.S. academic exchange. Within merely 6 years after the normalization of the diplomatic relations, about 2 dozen exchange agreements were signed by various governmental agencies on both sides, which encouraged more academic players, educational institutions in particular, to make enduring cooperative arrangements across the Pacific. These arrangements initiated by the academic agencies are far more stable and influential than the government-led programs which focus on single crisis management. Therefore, while in 1950, the Sino-U.S. educational tie was cut by the diplomatic crisis, it successfully pulled through amid the 1989's incidence in Tian'anmen Square, the bombing of the Chinese embassy in Belgrade in 1999, and the collision of military planes in 2001, and it even helped to alleviate the conflicts.

By comparing the two time periods during which the bilateral educational exchange enjoyed a rapid growth, this paper believe that when the academic tie was perceived as the political instrument, it usually failed to live up to the expectations of the politicians, but when enhancing the educational tie was set as a goal in itself, it tends to bring about surprising political and diplomatic effects.

Keywords: Educational exchange, China, U.S., political tool

### **Institutional Deficiencies of the Paris Agreement and China's Compliance Capacity after US's Withdrawal**

(《巴黎协定》的制度性缺陷与美国退协后的中国履约能力研究)

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The signing and adoption of the Paris Agreement in 2016 marks the global climate governance has entered a new stage. However, the validity of the agreement was in question particularly after the US's withdrawal in 2017, manifesting institutional deficiencies of the agreement. The successful signing the Paris Agreement would be almost impossible without the initial joint commitment of China and the US, the two biggest GHG emitters in the world. Despite China's official claims of the steady Paris Agreement compliance, it is not still yet very clear

regarding China's capacity to comply with its commitment. This study aims to first determine the constitutional deficiencies of the Paris Agreement that enables US's withdrawal. And further, it evaluates China's compliance capacity of the Paris Agreement in the post Paris era without US's involvement in the global climate governance. The outcome of this study would provide some insights to prevent further copy-cat cases of the US and understand better China's position and capacity in maintaining the Paris Agreement on the right tract.

Keywords: The Paris Agreement, Compliance willingness and capacity, the withdrawal of the United States, China

# Map of East China Normal University

