



 **China**
Programs



china educational programs
for high school students



Cover Photo by Dan Zen

Program Founder

Why should high school students from America and Europe go to China?

Some want to see in person what they have heard and read so much about. Others want a direct, personal experience of a tradition that often views the world in ways different from the West. Those with family ties are curious to explore what is really Chinese and what is Chinese-American or Chinese-European. Whatever the motivation, Western students cannot afford to ignore China or to misunderstand what is happening there. China is assuming an increasingly powerful role in world economics and politics, but much of what we "know" about China is the result of old ways of thinking and myth. *Dimensions of China* offers a unique and stimulating program designed to take students beyond stereotypes.

Since we started working with high school students in 2002, we have seen that high school students are wonderful observers, questioners, and thinkers. College students have often decided on a specialty and plan their summers to further narrower goals, but high school students still eagerly gather the knowledge and experiences that will shape their future study and career decisions. Sometimes high school students find something in China that ignites their interest and changes the rest of their lives.

But, how can one create a program that meets the needs of Western teenagers and provides access directly into Chinese culture?

The program we have developed combines both qualities because it has been developed jointly by Western educators, Chinese educators from Peking and Fudan Universities, men and women from Hong Kong who have lived and studied in the United States and the United Kingdom, and professors from East China Normal University in Shanghai. We do not know of a program currently available to English-speaking students from around the world that combines such a wide range of experience and understanding. An international mix of students, top scholars, and an engaging mixture of instruction and investigative field studies create an unequalled learning opportunity. Please take a close look at the details of our program to get a sense of the depth and breadth of the areas of study.

Why Shanghai?

Shanghai is amazing. Just twenty years ago when we traveled to Shanghai we were excited to find a store selling ice cream on Nanjing Road. Today, visitors are bowled over by the

combination of Times Square and Las Vegas that is now Nanjing Road. Nowhere is the contrast between the 20th and 21st centuries more stunningly visible than in Shanghai, where the classical Bund looks across the Huangpu River at space-age Pudong. Foreign film festivals, Western and Chinese art exhibitions, German operas, Russian orchestras, modern Chinese dances – Shanghai is an international cultural center. Historically Shanghai was a focal point for the struggle between the colonial powers and the Chinese, the Communists and the Nationalists, and the competing ideologies within the PRC. Nowhere else in China can one sense the intensity of the energy that is propelling China into its future.

2011 is an important time to study in China. The past is still visible, but the future is rapidly taking over. Demolition of the old and construction of the new are everywhere. This is the time to register what China is like now. Students will forever be referring to this experience by saying, "When I studied there in 2011, this is what China was like..."

Come and join us this summer in Shanghai.

Sincerely,



David W. Kwan



Program Overview

Dimensions of China offers a unique four-week experience for bright and motivated high school students from different parts of the world to study, play, and travel together, learning about the culture and the people, the changes and the challenges of a country that is becoming an increasingly important influence in the world. This program is unique amongst opportunities for study and travel in China because of the breadth of topics covered and its emphasis on teaching students to analyze, ask questions, and develop a multi-dimensional understanding on issues and phenomena they come across.

Our international group of students will choose from a broad set of courses, designed to help them gain insights on some of the most essential aspects of China's social and economic transformation, as well as the deep traditions and history that underlie the current changes.

Students will work with a combination of Chinese and Western instructors, as well as Teaching Assistants from some of the best Chinese and American universities, and undertake frequent field studies to explore the key issues discussed in classes.

Through extensive opportunities to interact and discuss with different people in and around Shanghai, from artists, entrepreneurs, NGO leaders, to ordinary workers, and by visiting homes, workplaces, and neighborhoods, students will integrate ideas discussed in class with first-hand experiences. This combination of high-level academic instruction, investigative field studies, and in-depth, issue-based discussions is a special hallmark of the *Dimensions of China* program.

Mandarin Tutorials convened every afternoon in small groups of two to four students will allow students to pick up, develop or sharpen their skills in Mandarin.

In Arts Workshops, students will immerse in the classical genres of Chinese arts from calligraphy, painting, seal carving, music, folk dances to martial arts. The workshops will provide a guided and experiential introduction to Chinese artistic traditions and their distinctive ideas on nature, self, harmony, and human spirits.



Besides getting to know Shanghai well, students will visit two important historical cities, Suzhou and Hangzhou, as well as a traditional water-town in the Jiangnan region. Participants will learn about this most economically developed region of China and look at some of China's finest architecture and art in Suzhou's classical gardens.

Students will share and compare their experiences with each other, but perhaps most importantly, they will learn in a wide variety of ways from Teaching Assistants who serve as mentors and facilitators. Students will get to know Chinese students from some of the best high schools who will participate in different activities in the program and host optional homestays.

Learning, seeing, asking questions, listening, experiencing, traveling, and thinking – students will come out of their four weeks in China with a different view of the country and a deeper understanding of themselves. For some, this will have been their first visit to China, and they will return home with much to ponder. Some, who have familial connections with China, will be enthralled by experiencing first-hand what is Chinese in China today and, as a result, discovering more about what is Chinese about themselves. Perhaps for some the greatest reward will have been the friendships established with other participants and with Chinese students. Regardless of the backgrounds of the students, *Dimensions of China* will be a meeting place for some of the brightest and most interesting students and will be remembered and treasured for the rest of their lives.

As much as has been said about what *Dimensions of China* is, this program is not for everyone. This is not a typical four-week leisure tour of China. Nor is it a Mandarin immersion program where language training is the key objective. Our goal is to introduce students to the multi-faceted reality in contemporary China, encourage them to think beyond their own cultural framework, and prepare interested students for further China Studies and potentially China-related careers.



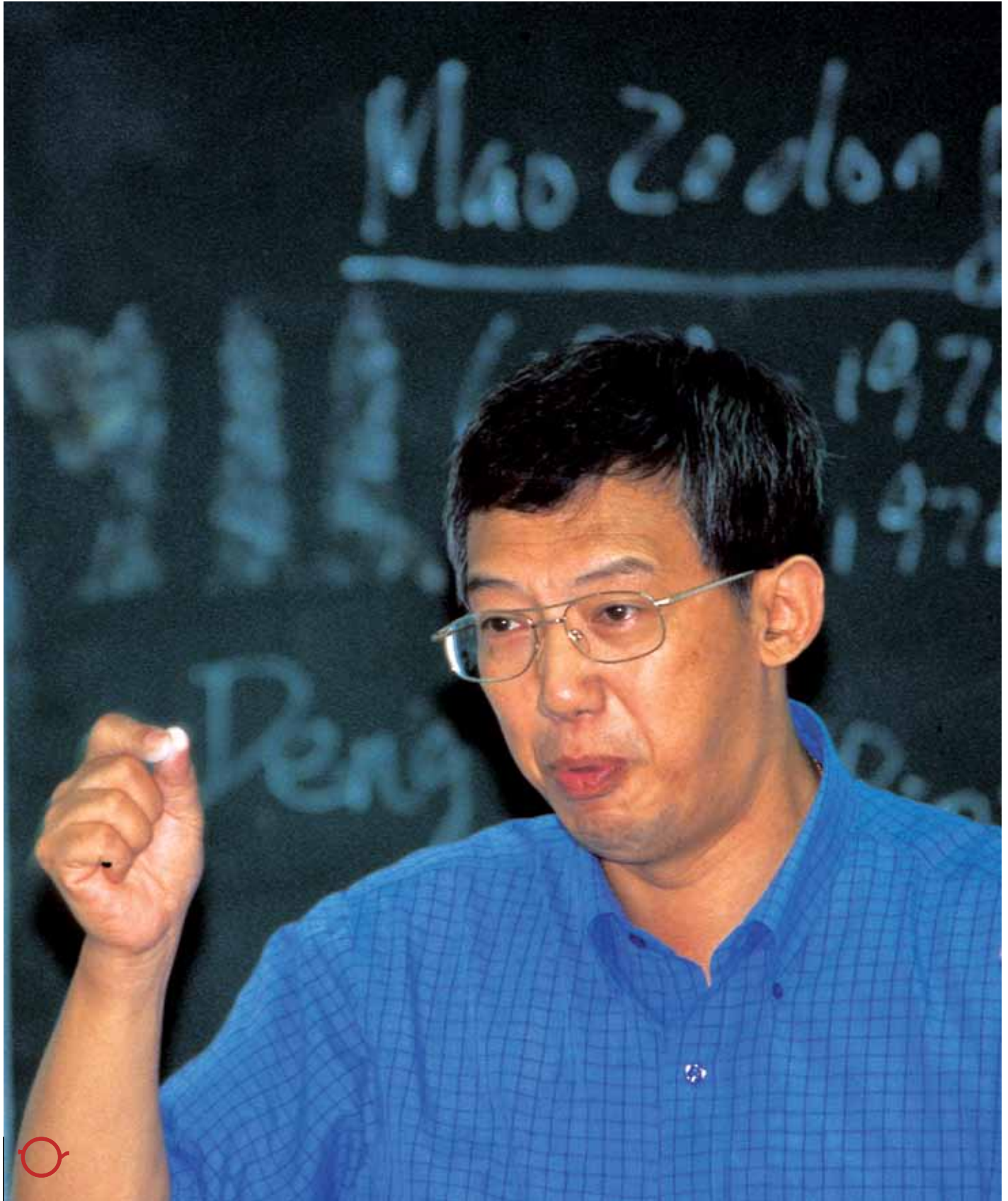
Of all the destinations in the world, it is hard to imagine one more dynamic and vast than China. Although I always knew that China was large, the reality of how much there is to explore and learn never quite hit me until I arrived. Indeed, China was a totally different world than the one I had lived in all my life; but at the same time I was astounded by how similar and interconnected the West and East had become.

I will always remember all of my educational and social experiences with the program. Nevertheless, it will be my experiences with all of the people I met that will remain my highlight of the trip. In particular I will remember my many discussions with my Teaching Assistant, Wu Xin, who also happened to be a member of the Chinese Communist Party. Thanks to this wonderful experience, there is no doubt in my mind that I will once again visit China.



Paul Ahn '07
Grade 9, Collegiate School
New York, USA

Lectures & Seminars



CORE COURSES

All students will take two core courses which are designed to provide a context to experiences both in and out of class during the four-week program. The courses will highlight the historical issues that have shaped China's past and will influence its future.

The Imperial Past

An introductory overview of China's historical, cultural, social, artistic, and political evolution from the mythical kings to the fall of the Qing Dynasty in 1911. Students will learn about the historical roots of traditional Chinese culture, and the key events, people, ideas, and traditions that remain important today.

Towards Modern China

This more detailed survey of China since 1911 will provide students with the context for understanding China's modernization. Special attention will be given to major historical events – the May 4th Movement, the Japanese invasion, the struggle between the Communists and the Nationalists, the founding of the People's Republic, the years under Mao, the reforms of Deng, and the dramatic changes that are occurring as China assumes ever-increasing importance on the world stage.

MAJOR ELECTIVES

These courses are designed to provide insights into some of the key issues that China is facing today. Students will participate in a variety of educational experiences including field studies, home visits, interviews with Chinese from different age and background, films, discussions, debates, lectures and readings. Students will express their preferences for which two of these courses they wish to take.

The New Chinese City

China's urban architecture has undergone monumental changes over the last thirty years. Through field studies in old and new neighborhoods, students will explore how Shanghai has been transformed and explore the relationship between architecture, lifestyles, and changes in values. Students will also look into how issues of cultural and environmental preservation, and individual rights are perceived by local people in the context of the city's rapid development.



Economic Reforms & Its Implications

This course will examine the transformational effects of China's reforms since 1978, the characteristics of China's economy today, and the challenges ahead. Students will hear first-hand accounts from interviews with workers in state-owned and foreign enterprises, as well as entrepreneurs and those who were laid off. We will also consider some of the global implications of China's emergence as the world's second largest economy.

Confucian Tradition & Modern World Culture

China is the birthplace of Confucian values – filial piety, respect for authority, and the primacy of the collective over individual interests – that are commonly regarded as a cornerstone to East Asian culture. How have these values survived the social and political changes and Western influences in the past century? How is China's younger generation responding to the deep conflict between old traditions and an international culture with vastly different values?

International Relations In The 21st Century

With China's rapid rise in economic and international influence, its relationship with the US is becoming one of the most important bilateral relationships for the world. What national interests and historical factors are driving this relationship? What are the major risks and opportunities? Informal discussions with locals will give our students a taste of public opinion on a range of international issues (e.g. global warming, energy security, terrorism, and Africa) as well as China's future role in the world.



MINOR ELECTIVES

These shorter courses will focus on specific topics relating to what China has been and what China is becoming. The wide selection will allow students to pursue particular interests or investigate new topics. Students will give their preferences for which three of these courses they wish to take.

Jewish Refugees In Shanghai

During the 1930s over eighteen thousand European Jews came to Shanghai to escape Nazi persecution. These refugees well outnumbered the combined total of British, French and American expatriates living in Shanghai, but their experiences are only now being studied. Students will learn about the unique city that offered refuge and then visit the actual neighborhoods where the refugees lived, talk with members of the contemporary Shanghai Jewish community and study the opportunities, struggles and survival of these often neglected participants in Shanghai's colorful history.

Myths, Legends, Festivals, & Folklore

The ancient culture of China is incredibly rich in rituals, hidden meanings, and folklore. This course will examine specific examples, from Chinese horoscope, the Spring Festival, love and ghost stories, to food, architectural features in traditional buildings, colors, and Feng Shui, and discuss their origins, cultural importance and influence on people today.

Chinese Women & Modernity

The 20th century has brought tremendous changes and opportunities to the lives of Chinese women. Through interviewing women from three generations and different background, students will learn about changes in their lives, ideas, expectations, and challenges, while also examining the effects of Chinese traditions, economic modernization, and the one-child policy on the female population. We will also look into stereotypical views of the Western world on Chinese women and discuss their validity.

Chinese Politics

China's one-party rule is a very different system from the West. How does it really work? What are the key organs of power and their functions? How does the legal system operate? To what extent have the press, the internet, and public opinions influenced government actions? In what ways are the party, the government, and public expectations changing as China develops? Discussions with local university students will shed light on how the future voices of China think about these issues.

Traditional Chinese Medicine

This course will provide an overview of the principles and practices in Chinese medicine. How is Chinese medicine different from Western medicine? What approaches does it use to diagnose and improve health conditions, or treat "incurable" diseases? To what extent does Chinese and Western medicine work together in China's healthcare system today? Students will also have an opportunity to try acupuncture (if they so wish) and experience how Qi works in the human body.

Chinese Theater

Traditional theater is one of the highest forms of art in the Chinese tradition but it is often difficult for Westerners to understand and appreciate. This course will introduce the aesthetic features of Kun Opera and use classic scripts to explain the costumes, make-up, stage actions, singing, and messages. After lectures and discussions, attendance at a live performance will bring the class activities into focus.

Lu Xun

The greatest Chinese writer of the 20th Century is also a key marker for the events of the first four decades of that century. By a close reading of Lu Xun's most famous short story, "Diary of a Madman," what can students learn about the key issues of the day? What does the attitude of today's government reveal about the current use of literature and history in China? How does the Chinese literary tradition connect with and differ from that of the West?





Our daughter, Kate, benefited enormously from the program both as a very valuable cultural experience and as an important personal opportunity.

Kate had to confront attitudes that were new to her as regards a completely different language, history, economy, world-view, political system, and approach to human rights. The course and the close relationships with the TAs enabled these issues to be explored constructively – no concessions, but a recognition of the journey that a Westerner had to make to understand these ideas from a different perspective.

However, there were wider experiences. Independence, so far from home but within a controlled environment, was immensely formative. Kate had the opportunity to make friendships, not only with Chinese people but, as importantly, with other programme participants from a wide variety of cultural backgrounds. The students were all able and challenging; some will be friends for life.

Then there was the self-reliance, not only to live in such a different culture but also to manage a university-style tuition and lifestyle. She learnt much about herself and grew a lot during the short period that she was on the programme.

Finally, it was fun. It was tough on occasions, physically, intellectually, and culturally. But it was exhilarating and liberating. Eight weeks later, she is still talking about it.



Parents of Kate Lomas '04
Year 11, St. Catherine's School for Girls
Surrey, UK

Mandarin Tutorials

Our goal is to make language come alive so that students can apply it readily as they negotiate their ways around Shanghai. During the four-week period we focus on building a solid foundation in pronunciation and grammar, and in speaking and listening skills applicable to a broad range of daily activities and substantive conversations.

Students will take one and a half hours of Mandarin daily in small, ability-based groups, except for free days and excursions. We emphasize on small group teaching: each instructor will work closely with two to four students to address individual learning needs (e.g. tones, vocabulary, or sentence construction) and content preferences (e.g. Chinese SAT II). To help students recognize and overcome pronunciation problems, our instructors use digital recorders and multi-sensory teaching methods in class and make available audio clips that students can listen to on iPods during free time.

For complete beginners, our curriculum, which is based on a range of practical, conversational scenarios that closely connect with the students' experiences in China, will focus on phonetics as

well as 200-300 vocabulary words. Those who are considering taking up Mandarin as a regular subject will find this an excellent opportunity to confirm their interest.

Intermediate and advanced learners will work on more sophisticated scenario-based conversations, as well as excerpts from literary works (e.g. poetry, proverbs, lyrics, *Dao De Jing*, newspapers) that speak to each student's particular interest. Apart from improving vocabulary, confidence, and the capacity to communicate, we put attention on the development of reading skills, which is most important to a student's capacity to continue to learn Chinese over time.

Outside Mandarin classes, students are constantly encouraged to practice Mandarin with locals and teaching assistants during free time, as well as city trips and excursions.



Yang Lin
Freshman, Harvard University
Teaching Assistant 2003

"As a language tutor, I knew that learning Chinese required more than brute memorization and artificial dialogues. I had three students with minimal background in Chinese, and I decided to take them out into Shanghai. I wanted to spark their interest and give them some real-life experiences. We went to stores and I asked them to use their Chinese to find and buy something. They loved it. Their interest, understanding, and confidence all improved. They soon began reporting their own experiences successfully using their halting Chinese and actually being understood!"





As parents, I believe we all strive to encourage and invest in activities which will provide our children with opportunities and creative advantages.

This program has exceeded our highest expectations and created a positive and lasting impact on our young man. The exposure to a group of intelligent and culturally diverse students from all over the world has changed how he views the world. His once single-minded US-centric thinking has been seriously challenged and stretched. The shared experiences with the group have changed how he looks at life, education, liberty, and opportunity. This is all but one of the benefits.

Classes on China today, Chinese history, culture, and traditions were well thought out and creative in scope. Enhancement of Mandarin skills was part of our hope and now part of reality.

We entrusted our son to this program, and they returned to us a young man mature beyond his years. He is now more engaged in life, people, and cultures, and beaming with a new sense of confidence, independence and self worth.



Father of JJ Powell '08,
Grade 11, Sage Hill School
California, USA

Arts

Workshops



Our workshop series is designed to introduce students to the uniqueness of Chinese aesthetics through first-hand exposure to a variety of Chinese arts. Students will have the opportunity to experience different art forms with their five senses, explore the underlying consistencies and differences of various Chinese arts, and create works of their own under the guidance of experienced instructors. Students will indicate their preferences for which three of the nine workshops they wish to take.

Calligraphy

Calligraphy is one of the most important genres of art in China. Historically the Chinese have regarded calligraphy as a unique expression of scholarship, character, and cultural attainment. In this workshop, students will learn to appreciate selected masterpieces from different historical periods. Instructors will provide personal guidance on the techniques of holding the brush, controlling the movement of the arms and wrists, forming the eight basic strokes from which all Chinese characters are constructed, and writing Chinese characters in both formal and cursive styles.

Classical Chinese Painting

Classical painting was a popular pastime of aristocrats in imperial China. In this workshop students will discover the techniques of Chinese painting through demonstrations and one-on-one instruction by experienced artists. Students will learn how to create lines, shading, and texture, and explore the Chinese concepts of color, light, perspective, space, and composition. In addition, students will examine selected masterpieces from different eras, and learn about the underlying cultural significance. This workshop will finish with each student attempting to paint his/her own version of a classic Chinese orchid.

Seal Carving

For millennia, traditional seal stamps were used as signatures or evidence of authority. Involving a combination of calligraphy and carving, seal carving was one of the basic competences expected of a traditional scholar. In this workshop students will learn to carve their names on different stones and gain an appreciation for the different calligraphic and carving styles.



Chinese Music

Unlike Western music, traditional Chinese music is based on five notes that are taken to imitate the sounds of nature's five elements: metal, fire, water, earth, and wood. In this workshop students will have the opportunity to try a variety of traditional musical instruments, listen to live performances, learn about the basic theory of Chinese music, and discover for themselves the differences between the Chinese and Western musical traditions.

Folk Dances

The choreography, rhythm, and movements in Chinese folk dances are like no others. In this workshop students will learn the steps and the music and look at the traditional costumes of two folk dances: one from the Han Chinese tradition and another from an ethnic minority. They will also hear about the historical background of the dances and how they reflect the unique traditions and aspirations of life in China's countryside.

Wei Qi (the ancient game of "Go")

Wei Qi, developed in China over 2,500 years ago, contends with backgammon for the distinction of being called the oldest game still played in its original form. It was one of the Four Arts required of Chinese scholars in imperial China, along with zither, calligraphy, and painting. Today, millions in Asia and elsewhere play this game. Mao Zedong regarded it as a great strategic game and required his generals to study it. In this workshop students will learn the rules of the game and some of the basic forms from an experienced instructor.

Regional Cuisines & Tea Appreciation

The preparation of food and tea is not only a long celebrated art in China but also one of its most interesting cultural expressions. In this workshop students will learn about the major regional cuisines and teas, as well as Chinese table etiquette. During dish sampling and tea tasting sessions, students will have the opportunity to discuss with chefs and tea masters about ingredients, recipes, and culinary skills.

Chinese Ceramics

This workshop is an introduction to China's long and distinguished tradition in ceramics art. Guided by a private collector, students will have the opportunity to closely examine and learn about a collection of pots and porcelains dating from the Han through Qing dynasties. Each student will then apply the insights gained on shapes, colors, and design in creating original pieces of work in a local ceramics café.

Martial Arts

Martial arts have a long history in China as a means of promoting health and longevity and as unique forms of sport and art. In this workshop students will see demonstrations and receive personal instruction from experienced instructors in both Shaolin martial arts and Wudang Taiji and gain an appreciation of their different styles and philosophies.





In the beginning I was doubtful whether four weeks in Shanghai might not be a little too long.

I did not know what kind of people and environment to expect, yet I was surprised in a very positive way. Bright students from all over the world quickly melted into a friendly and dynamic group like I have never experienced before. The guest speakers were all, without exception, very high ranking people. The openness with which past, current, and future aspect of Chinese culture, economics, and politics were discussed surprised me.

It was undoubtedly a cultural shock in Shanghai where I not only met Chinese culture for the first time, but experienced such a large, pulsing city with people ranging from the very poor to the very rich. The trips to Hangzhou and Suzhou were real highlights as they offered me a different perspective of China from the unbelievably busy Shanghai.



André Wilmes '06
Grade 11, International School of Luxembourg
Luxembourg

After-class Activities



EVENING SPEAKERS

During our evening program students will hear from a selection of speakers from Shanghai as well as other parts of China. Speakers will discuss issues ranging from China's internet environment, journalism, entrepreneurship, to ethnic minorities, and rural China.

Our speakers include:

- Writers and artists
- Ethnic minorities and others from rural China
- Businessmen and professionals
- Local government officials
- Leaders from NGOs

The format of the speaker sessions is casual and interactive. Students will be encouraged to ask questions and engage in informal exchanges with the speakers.

CHINESE FILMS

Chinese films are an interesting and powerful medium for introducing students to China's unique culture and history. Our evening film sessions will include a selection of popular and award-winning movies, followed by informal discussions on the social, historical, and cultural context portrayed in each movie.

INTERACTIONS WITH LOCAL CHINESE

It is a fundamental aspect of a successful China study program that students have abundant opportunities to meet and mix with their Chinese peers.

Visiting Chinese Homes: All students will visit the home of a Shanghai high school student for dinner and discussions with the family. Other experiences associated with specific courses or events will also include visits to Chinese homes.

Chinese Roommates: Chinese high school students from Shanghai will join the program and live in our dormitory. Western and Chinese students will learn a great deal about each other through class discussions, collaborative projects, and impromptu dormitory discussions.

Hangzhou Homestay: During our visit to Hangzhou, students may opt for homestay. We believe that staying with a Chinese high school student during the three-day/two-night visit is one of the most meaningful experiences of the program.

Chinese Teaching Assistants: Living and working for four weeks with our Chinese TAs will provide an unparalleled opportunity to get to know some of the best Chinese college students. Students will most likely find that some of the most wide-ranging and in-depth discussions during their program come from their discussions with the TAs.





Both my daughters enjoyed the programme immensely. Having studied economics and Chinese history at school both had prior interest in China and wanted to further their knowledge and gain first-hand experience. Guest speakers and lessons including Chinese law, economics, Mandarin, and 'Go' allowed them to understand the people and the country at a much deeper level than if they had travelled individually or as a family.

As importantly, being in a class of international students was in itself a learning experience, which enabled them to hear varied and interesting perspectives on many issues and increased their understanding of other cultures.

They both made new friendships with people from London and other parts of the world. They loved interacting and are both still in touch with all of their friends. Both of them would describe it as one of their best holidays.



Parents of Krishma & Ushira Singh '06 & '07
Year 13 & 12, The Lady Eleanor Holles School
Hampton, UK



Visits & Excursions



The area in and around Shanghai offers an excellent setting for students to gain an appreciation of old China, current China, and future China.

Located midway along China's eastern coastline, Shanghai has over the past 170 years grown to become the economic, financial, and transportation center of mainland China. It is a city with a prolific history, where the cultures of East and West became intimately engaged and where colonialism and its defeat left indelible marks. The Hongkong & Shanghai Banking Corporation, the American International Group, and the Chinese Communist Party were all born here. Shanghai was the "Paris of the East," where adventurers from all over the world flocked to try their luck, and the setting for the unforgettable epics of many of modern China's leading politicians, intellectuals, artists, and entrepreneurs. Today it is as ever before a rendezvous for Chinese and Westerners, a mosaic of cultural conflicts, and a city of style and glamour.

In Shanghai you can walk from the ultra-futuristic financial district with the third tallest building in the world to the former French Concession with its colonial-era villas, art galleries, museums, shops, and restaurants, and visit the former residence of Dr. Sun Yat-sen, father of modern China, and the site of the founding of the Chinese Communist Party.

Less than two hours away from Shanghai lie Suzhou and Hangzhou, two of the most important cities in Chinese history.

A famous Chinese saying declares "Above there is Heaven; on Earth we have Suzhou and Hangzhou." Suzhou, famous for its classical gardens, pagodas, canals, silk, and embroidery, was the most important commercial and cultural center in the Ming Dynasty. Hangzhou, now a thriving commercial hub, was the capital of the Southern Song Dynasty and the southern terminus of the Grand Canal, and is renowned for the picturesque West Lake, which is the subject of extensive Chinese poetry. Both cities present outstanding opportunities for a study of how Chinese art, literature, religion, architecture, and urban life have developed over 2,500 years.

During explorations of Shanghai, and visits to Hangzhou, Suzhou, and a traditional water-town in the Yangzi River Delta, students will be able to add a real-life dimension to what they have learnt in classes, workshops, and other program activities as they re-trace the pedigree of China's cultural heritage. During our three-day excursion to Hangzhou, students can choose to stay at the homes of teenagers from some of Hangzhou's leading high schools, thereby gaining a deeper understanding of the lifestyles, concerns, and aspirations of local Chinese families.



Joseph S Marinescu
Award-Winning Architect
Urban Design Studio Tutor,
Cambridge-MIT Institute
University of Cambridge

"Urbanistically, Shanghai represents one of the most exciting cities in the world. The way in which this metropolis manages to reconcile tradition with innovation and pragmatism with long-term goals represents one of the most powerful paradigms in contemporary town planning. The study and experience of the cultural context within which the development of Shanghai takes place is fundamental to anyone wishing to understand the motifs and characteristics of the 21st century city."





One interesting highlight for me was our excursion to Hangzhou. During the trip one TA suggested trekking up the Precious Stone Hill to watch the sunrise, and he was surprised by the number of us who said yes, even if it meant getting up at 4 am!

We raced the rising sun up to the top of the hill, and were greeted by a most memorable view: in the foreground was the silhouette of Baoshu Pagoda, and behind it we could see the city's new buildings against a metallic blue sky and a tangerine sun that was giving everything a pale orange glow. The mix of the old and the new demonstrated just how the landscape of the town has been changing.

We were content to sit quietly amongst locals practicing Taichi or standing behind their cameras. It was a peaceful experience that was a big contrast to the bustling city life in Shanghai, to which we had become accustomed, and the fact that it was the Chinese Valentine's Day made it all the more romantic!



Eve Baker '08
Grade 12, The British School of Brussels
Belgium

A Typical Day



7:30

Alarm rings. Wake up my roommate.

7:55

Breakfast in the dormitory dining room. Comparing notes on last night's movie.

8:30

Our daily morning meeting. We hear about the plans for our trip to Hangzhou tomorrow.

9:00

Class begins. Fifteen students in a circle – our international relations professor talks about how China perceives its national interests and how historical memories have shaped China's views on the rest of the world. Discussions about Taiwan and Tibet. Why are they considered part of China? What does China think of international opinions?

We work in groups to come up with discussion questions for local citizens next week. Our new reading assignment is two articles from the Foreign Affairs journal.

10:45

The second class starts after a 30-minute break. Small group discussions are led by two TAs – Liz, a senior from Yale majoring in archeology and Zhuoqun, a math sophomore from Fudan University. They make us think a lot about the new opportunities and challenges faced by women in Shanghai today.

12:00

Back to the dining room for lunch. I am on the lunch committee this week so I hope everyone likes the menu we picked. Friends who attended the Chinese Folklore class this morning start telling us about the incredible love story of the "Snake Lady" in Hangzhou. We continue our debate about Tibet with the Chinese TAs. Lots of questions and interest regarding our kosher dinner with the Jewish Rabbi in Shanghai next week.

1:00

Mandarin tutorial. I'm in one of the intermediate-level classes with two other students, one from Amsterdam and the other London. I have prepared a dialogue that I can use with my host family in Hangzhou.

2:45

The Chinese Painting Workshop begins. Our instructor is a former Dean at ECNU's School of Arts. Today he is showing us how to hold the brush and grind the ink-stone. I dreamed of taking home a painting of a classic Chinese orchid using black ink on silk. Actually, I'm having trouble just making a dot the right way!

4:30

Workshop finishes. Check my e-mail in the program office. Also do a quick check of the New York Times so I don't lose contact with what's happening at home.



5:15

Time for some table tennis with my friends, which we learned last week from our TAs.

6:30

After a quick shower, I climb on the bus for a trip to the former French Concession where the group will try 'post-modern Shanghainese' cuisine tonight. I wonder what it will be like. My TA advisor tells us how this area of Shanghai has been rapidly changing in the last few years, with many old houses retrofitted into lifestyle stores, art galleries, and European restaurants. I want to find old pictures to see what colonial Shanghai was like in the 1930s.

7:30

Our after-dinner speaker is the head of an NGO that runs educational programs for the children of some of poorest migrant workers. He tells us how he created the NGO seven years ago, the challenges it faces, and why migrant workers' children are a group that is so important to China's future. Fifteen of us are going to visit these children as part of a community service initiative next week.

8:30

Back on the bus we go down the Bund. The night is spectacularly clear and across the river in Pudong all of the super-modern architecture looks like the backdrop from a sci-fi movie!

9:30

Back to my room. I have to pack up for our three-day trip to Hangzhou. I'm curious to compare life in Shanghai to life in Hangzhou. I will be staying with a Hangzhou high school student. I'm wondering what my two-night stay with a Chinese family will be like.

10:00

Sign in with the Student Life Director. He makes sure that I'm ready to get on the bus for Hangzhou in the morning.

10:15

I join a discussion in the Common Room for a while. We're all talking as though we've been in China and known each other for years, and it's only been two weeks!

10:45

Back to my room to write. I wasn't keen on journal writing at the start, but I've found it more meaningful. I now greatly treasure the time to reflect on everything I've learned and experienced. I even stop talking with friends so I can write and think! Already my first day in China seems long, long ago.



This unique programme was an extremely rewarding experience. The directors were some of the most warm and welcoming people I have ever encountered. The homestay was perhaps the most intimidating but also one of the most interesting and memorable.

There are many things that contribute to the overwhelming success of the programme, however it is the international nature of the student body that makes it exceptional. To be able to discuss topical issues facing China and the rest of the world with a diverse group of people of my own age was exciting and stimulating. I found myself understanding new perspectives and appreciating those of others to a far greater extent.

The four weeks goes incredibly fast, a testament to the fact that you are having an amazing time. After taking a glimpse of China, I am confident that I will return.



Alice Gatland '05
Grade 13, Westlake Girls High School
Auckland, New Zealand

The Co-organizer



EAST CHINA NORMAL UNIVERSITY

Established in 1951, with around 26,000 undergraduate and graduate students, 1,900 teaching faculty, and two campuses of over 510 acres, East China Normal University (ECNU) is widely recognized as one of the leading universities in China.

ECNU was ranked second in the education discipline by Chinese newspapers in 2010. In social sciences and humanities, it ranks among the top fifteen. Many of its faculty members have worked in collaboration with the best academic institutions around the world. It also hosts a large number of visiting faculty and academic conferences every year.

ECNU has over 40 years of experience offering Mandarin, cultural, and degree programs to non-Chinese students. It has co-organized summer programs with education institutions from the US, Europe, and Asia for over a decade. Students from over 30 countries have participated in these programs. During the school year, there are over 1,000 non-Chinese students, including approximately 100 from the US and Europe, studying at ECNU.

LIVING ENVIRONMENT

Also known as the “Garden University,” ECNU has one of the most beautiful and modern university campuses in China. Our program uses the main campus, which is conveniently located in a safe residential area in the western side of downtown Shanghai. Most major landmarks can be reached within half an hour via public transportation.

Students in our program will stay in an on-campus hotel specially built for visiting professors attending academic conferences at ECNU. Each student will share a double-room with another student or stay in a single room sharing a suite with three other students. Each room or suite is equipped with individually controlled air-conditioning, international direct dial telephone, remote control color TV, a safe, and a bathroom with hot and cold water and shower.

During free periods, students will have access to internet workstations, soccer and basketball fields, and badminton, table tennis, and tennis courts

For excursions, students will stay at three-star hotels and, for those who choose to have a homestay experience in Hangzhou, at the homes of local high school students.



The Faculty

SELECTED MEMBERS OF OUR TEACHING FACULTY *

Zheng Shiling

One of China's leading architects and theorists, Zheng Shiling, Professor of Architecture at Tongji University in Shanghai, has lectured internationally and published widely. He has twenty major design works to his credit, including the Shanghai Nanpu Bridge and the Center for Broadcasting and Television in Zhejiang Province, and has published over fifty important articles and books, including "Globalization and the Way of Chinese Cities" and "World Cities – Shanghai", which he co-authored with Alan Balfour. Professor Zheng is a member of the Chinese Academy of Sciences and the French Académie d'Architecture and an Honorary Fellow of the American Institute of Architects.

Shen Dingli

Professor Shen is a Professor of International Relations and Director of the Center for American Studies at Fudan University. He received his PhD in Physics from Fudan University and undertook post-doctoral work in international relations at Princeton University. Dr. Shen is a renowned expert in nuclear arms control and US-China relations. He was the organizer of many international conferences including the "Shanghai Dialogue," which is recognized as one of the most important unofficial ("track-II") meetings involving China, the US, India, and Pakistan on nuclear non-proliferation issues.

Jiang Jin

Professor Jiang Jin is a Professor of History at East China Normal University where she also served as Director of the Center for Gender and Cultural Studies. She received her PhD from Stanford University and taught courses on Modern China, Modern Japan, and Asian Women at Vassar University in the US for five years before returning to China. Her long list of publications includes "Some of Us: Chinese Women Growing Up in the Mao Era."

Zheng Tuyou

Dr. Zheng is an Associate Professor of Chinese Literature at Fudan University. He received his PhD in folk history and folklore from East China Normal University and is currently Deputy Secretary of China's National Folklore Association. Between 2000 and 2002 he served as Visiting Professor at Hosei University and Niigata University in Japan. Dr. Zheng has published widely and is the holder of many awards. His main research interest is on ancient legends of celestial beings.

Lan Fengli

Dr. Lan is an Associate Professor at the Shanghai University of Traditional Chinese Medicine where she specializes in acupuncture and moxibustion, gynecology, ancient classics of TCM, and trans-cultural studies of TCM. She received two Bachelor's Degrees, one in Medicine from Hebei Medical University and one in English Language and Literature from Shanghai International Studies University. She also earned a Master's Degree and a PhD in Medicine from the Shanghai University of Traditional Chinese Medicine.

Xu Xiaobing

Dr. Xu is a Lecturer of Law and Director of Law Library at Shanghai Jiaotong University. He holds a JSD from Stanford Law School and two LL.M.s, one from Harvard Law School and another from Foreign Affairs University in Beijing. He also received a BA in English Literature from Zhengzhou University. Dr. Xu has worked as a Research Fellow at the Hoover Institution, Columbia University, and Harvard Law School. His main research interest is in international law and conflict resolution.

* subject to change from program to program



Admissions & Costs



PROGRAM DATES

Our 2011 program will run from July 15 to August 11.

ADMISSIONS CRITERIA

We look for bright and enterprising students who are curious about China and eager to discover for themselves what China is like in 2011. We look for an international mix of students whose diverse background, ideas and experiences would contribute towards a highly dynamic learning community.

Because *Dimensions of China* is not a typical Mandarin/Chinese culture program or a trip around China, our students need to enjoy thoughtful and wide-ranging discussions with the many Chinese with whom they will interact. They need to be active and take full advantage of the extensive opportunities the program provides. Initiative, intellectual curiosity, and openness are important characteristics for successful candidates.

Beyond high academic standing and strong motivation, our students need to have the ability to work well with a diverse group of fellow students and adults in a close community based on mutual trust and respect. Honesty, flexibility, and tolerance are essential qualities for participants in this special study opportunity in Shanghai.

Dimensions of China is open to students attending Grades 9 through 12 in a US high school, or the equivalent in other parts of the world. All program components, except the Mandarin tutorials, are conducted in English. Prior knowledge of Chinese language or history is not required.

APPLICATION PROCESS

Applicants should submit their application as early as possible as admission to this program is competitive. Application materials are available through our website: www.chinaprograms.org.

Our application deadline is January 31, 2011 for early admissions, and March 31, 2011 for regular admissions. Early admissions applicants will be guaranteed the courses they select. Late applications will be reviewed only if spaces remain available or if the applicant has exceptional credentials. Applicants may be invited to an interview over Skype or by telephone. Admissions decisions will be communicated on a rolling basis within two weeks of receipt of all application materials. Orientation materials will be sent to each enrolled student approximately two months prior to the departure date.

PROGRAM FEE

Total program fee is US\$5,500 per participant. This fee is inclusive of:

- All tuition fees and course materials
- Transportation within China for all official program activities
- Admission charges for all official program activities
- Accommodations at East China Normal University and hotels
- Three meals a day throughout the course of the program (except during free time)

International airfare is not included in the Program Fee. Group departure arrangements, through which students travel on the same flights to Shanghai, are generally available from New York in the US and London in the UK. We will provide to families information on group departures during the enrollment process. Each enrolled student may make flight arrangements individually or through the program travel agent.

Personal expenses, such as passport and visa application fees, telephone, fax, and laundry charges, and costs of additional meals are not covered by the program fee. Please refer to our Terms & Conditions for further details.



Costs of insurance (including medical, medical emergency evacuation, travel, and cancellation insurance) are not included in the program fee. All students are required to have medical and medical emergency evacuation insurance for the duration of the program. We recommend that you check with your current insurance provider to see if you already have such coverage for China or if such coverage can be added to your policy. We will also provide you with information on an insurance vendor as part of the orientation package. Questions relating to the terms of insurance should be addressed directly to your chosen insurance provider. Students must enroll directly with the insurance provider and send to us an official confirmation of insurance coverage before May 15, 2011.

Participants must make full payment of the program fee within ten days of notification of an admission decision.

FINANCIAL AID

We believe in open, merit-based access to top quality educational programs, and offer partial financial aid to outstanding applicants with a clear demonstration of need. Our deadline for financial aid application is January 15, 2011 for early admissions, or March 15, 2011 for regular admissions. Financial aid decisions will be communicated to applicants within one month after the respective application deadlines.



Jung Hwa Sung
Senior, Princeton University
Teaching Assistant 2005

ADDITIONAL PROGRAMS

For summer 2011, two additional programs, each with their unique approach to providing students an opportunity to understand, analyze, and experience China, will be offered.

Those who want to focus on Mandarin, live in a homestay environment, or experience the Chinese countryside, and those who have an interest in creative writing, oral history, or interview-based research, may find these additional programs particularly suitable. Detailed information about the programs are available on our website: www.chinaprograms.org.

REFERENCES

Our program organizers have a long-standing history in offering China study programs, and we will be glad to provide you with contacts of students, parents, and educators who have experience with such programs. Please get in touch with us by e-mail or telephone.

"Though the purpose of eating dinner with a local family was to give our students a sense of Chinese family life, the dinner I attended went far beyond our expectations. While noshing on a "typical" (delicious!) home-cooked meal, our discussion ranged from observations on Chinese youth culture to criticisms of the philosopher Bertrand Russell. When our host student voiced her frustrations on the censorship of certain Bertrand Russell websites, the conversation catapulted into a debate on what freedom of the press meant in the US, the UK, and China. It was one of the most interesting evenings in this program, which constantly exposes bright students to new faces, ideas and settings."



Cui Jian
Junior, Peking University
Teaching Assistant 2005/07

"I frequently engaged in heated discussions with students on China's politics and foreign policies. These discussions often started when professors and speakers introduced the "Chinese perspectives", and continued well beyond classes. I tried to share with students my observations on how people in my generation think, and how they are influenced in interesting ways by the media, higher education, family background, etc. Amazingly, some of these discussions are still going on today, years after I served as TA, between me and a few program alumni."



Safety & Security



We devote our utmost attention to this fundamental area of the program. Our safety and security policies include the following:

Fundamental Rules

- Each student will personally sign in with the administrator-on-duty at 10 pm daily. No student will be permitted to leave campus (or hotel during excursions) after sign-in, except in a program event accompanied by a member of the program staff. All private outings outside the university campus are subject to prior approval of the administrator-on-duty.
- Students are expected to attend every class and session of program activities.
- Boys and girls are not allowed to be in each other's private dormitory room unsupervised.
- Possession or consumption of alcohol or drugs, or sexual activities, is strictly forbidden and will result in dismissal from the program.
- Smoking is strongly discouraged and permitted only with express and written parental permission.
- Any behavior that is insulting to the host country or detrimental to the program will not be tolerated.
- We may, at our complete discretion, terminate the participation of any student found to have violated any of these Fundamental Rules. Any student whose participation is so terminated will be

sent home immediately at his/her parents'/guardians' expense and will not be entitled to any program fee refund.

Health & Welfare

- Group dining will take place in university dining rooms and in local restaurants.
- Our program administrators and Teaching Assistants will stay in the same building as the students during the program. They will attend to student requests or any special situation that may arise on a 24-hour basis.
- In cases of illnesses or medical emergencies, students will have access to local hospitals as well as Western-trained physicians in Parkway Health Clinic in Shanghai.

Communications With Parents & Guardians

- Parents and guardians can check the status of the program and their children at any time through e-mail or directly by calling our program supervisors.
- Our safety policy requires each student to carry a GSM cell phone. Parents and students can call each other via cell phones or regular phones in each dormitory room. Students also have access to e-mail during the program.
- In the event of serious medical conditions, disciplinary violations, or other unforeseen circumstances, parents and guardians will be notified immediately upon program staff becoming aware of the event.
- Parents and guardians are welcome to contact our Admissions Office via e-mail with questions or ideas.

Other Precautions

We will closely monitor travel or safety warnings issued by the World Health Organization as well as consulates of the relevant countries. We will not hesitate to cancel the program and evacuate participants if so advised by the relevant governments in the event of extreme conditions.



HIGH SCHOOLS WHICH HAVE SENT STUDENTS TO PROGRAMS ORGANIZED BY OUR PROGRAM FOUNDER* INCLUDE:

United States

Lutheran High School	Arkansas	Bard High School Early College
The Branson School	California	The Berkeley Carroll School
Brentwood School	California	The Brearley School
Castilleja School	California	The Bronx High School of Science
Convent of the Sacred Heart High School	California	Brooklyn Friends School
French-American International High School	California	Brooklyn Technical High School
George Washington High School	California	The Browning School
Lick-Wilmerding High School	California	Cardinal Spellman High School
Lowell High School	California	The Chapin School
Lycée Français la Pérouse	California	Collegiate School
Marlborough School	California	The Dalton School
Marymount High School	California	Fieldston School
Menlo-Atherton High School	California	Friends Academy
Mills High School	California	Friends Seminary
Monta Vista High School	California	Great Neck North High School
Oakwood School	California	Horace Mann School
Piedmont High School	California	Lycée Français de New York
Polytechnic School	California	Mamaroneck High School
Redwood High School	California	Marymount School
Sage Hill School	California	The Masters School
San Francisco University High School	California	New York City Lab School
The Urban School of San Francisco	California	The Nightingale-Bamford School
Windward School	California	Regis High School
Fountain Valley School of Colorado	Colorado	Riverdale Country School
Brunswick School	Connecticut	Rye Country Day School
Convent of the Sacred Heart	Connecticut	Saint Ann's School
Greenwich Academy	Connecticut	Scarsdale High School
Greenwich High School	Connecticut	School of the Holy Child
Hopkins School	Connecticut	The Spence School
The Hotchkiss School	Connecticut	Staten Island Academy
The Loomis Chaffee School	Connecticut	Stuyvesant High School
The Taft School	Connecticut	Trinity School
Watkinson School	Connecticut	Durham Academy
Wooster School	Connecticut	Beaverton High School
Celebration High School	Florida	Chestnut Hill Academy
Pine Crest School	Florida	Germantown Friends School
Iolani School	Hawaii	Springside School
Gilman School	Maryland	Westtown School
Holton-Arms School	Maryland	Winchester Thurston School
Bancroft School	Massachusetts	Portsmouth Abbey School
Belmont Hill School	Massachusetts	St. George's School
Cape Cod Academy	Massachusetts	Clarksville Academy
Concord Carlisle High School	Massachusetts	Episcopal School of Dallas
Groton School	Massachusetts	Hebron High School
Newton Country Day School	Massachusetts	John Paul II High School
Noble and Greenough School	Massachusetts	St. John's School
Phillips Academy, Andover	Massachusetts	St. Stephen's Episcopal School
The Roxbury Latin School	Massachusetts	Flint Hill School
St. Mark's School	Massachusetts	Foxcroft School
Tabor Academy	Massachusetts	The Madeira School
The Williston Northampton School	Massachusetts	The Potomac School
The Winsor School	Massachusetts	International Community School
Phillips Exeter Academy	New Hampshire	Lakeside High School
Cresskill High School	New Jersey	The Overlake School
Dwight-Englewood School	New Jersey	Georgetown Day School
The Lawrenceville School	New Jersey	Georgetown Visitation Preparatory School
Newark Academy	New Jersey	Gonzaga College High School
Peddie School	New Jersey	National Cathedral School
The Pingry School	New Jersey	Sidwell Friends School
Rutgers Preparatory School	New Jersey	St. Albans School
The Wardlaw-Hartridge School	New Jersey	St. Anselm's Abbey School

United Kingdom

New York	Eton College	Berkshire
New York	Hyndland Secondary School	Glasgow
New York	The Haberdashers' Aske's Boys' School	Hertfordshire
New York	The Haberdashers' Aske's Girls' School	Hertfordshire
New York	Wycombe Abbey School	High Wycombe
New York	Sevenoaks School	Kent
New York	The American School in London	London
New York	Channing School	London
New York	The Godolphin & Latymer School	London
New York	King's College School	London
New York	The Lady Eleanor Holles School	London
New York	Southbank International School	London
New York	South Hampstead High School	London
New York	St. Helen's School	London
New York	St. Paul's Boys' School	London
New York	St. Paul's Girls' School	London
New York	University College School	London
New York	Westminster School	London
New York	Wimbledon High School	London
New York	St. Catherine's School for Girls	Surrey
New York	Winchester College	Winchester

Rest Of The World

New York	American International School	Austria
New York	Danube International School	Austria
New York	British School of Brussels	Belgium
New York	Crofton House School	Canada
New York	Havergal College	Canada
New York	Santiago College	Chile
New York	Karl C. Parrish School	Colombia
North Carolina	American School of Paris	France
Oregon	Ecole Active Bilingue Jeannine Manuel	France
Pennsylvania	The Lycée International	France
Pennsylvania	The Victor Hugo School	France
Pennsylvania	Berlin International School	Germany
Pennsylvania	John F. Kennedy School	Germany
Pennsylvania	Chinese International School	Hong Kong
Rhode Island	Collegio San Carlo	Italy
Rhode Island	St. Stephen's School	Italy
Tennessee	Nagoya International School	Japan
Texas	International School of Luxembourg	Luxembourg
Texas	International School Hilversum	Netherlands
Texas	Diocesan School for Girls	New Zealand
Texas	Westlake Girls High School	New Zealand
Texas	Overseas Family School	Singapore
Virginia	German International School Johannesburg	South Africa
Virginia	Daewon Foreign Language High School	South Korea
Virginia	Korean Minjok Leadership Academy	South Korea
Virginia	Colegio Alemán de Barcelona	Spain
Washington	Colegio Alemán de Madrid	Spain
Washington	Colegio Alemán San Bonifacio	Spain
Washington	International College	Spain
Washington DC	International School of Madrid	Spain
Washington DC	Jensen Gymnasium Norra	Sweden
Washington DC	Le Rosey	Switzerland
Washington DC	Institut auf dem Rosenberg	Switzerland
Washington DC	Kantonschule Wohlen	Switzerland
Washington DC		
Washington DC		

* David W. Kwan, founder of China Programs, was previously co-founder of Foundation Programs Incorporated, where he was responsible for the overall design, development, implementation, and supervision of the *Glimpses of China* programs throughout its operational years from 2002–2009.

** Testimonials quoted in this brochure were written by students and Teaching Assistants of the *Glimpses of China* program.

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