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Yale-China
Association

BIENNIAL REPORT 2001·2003

Mission

The Yale-China Association is a private, non-profit organization that contributes to the development of education in and about China and the furtherance of knowledge, understanding and friendship between Chinese and American people. Our work is based on the conviction that sustained, one-on-one contacts between Chinese and American people through educational exchange not only enrich the lives of the individuals involved but contribute, ultimately, to more peaceful relations between our two nations. Teaching and learning are at the heart of our work.

History

The Yale-China Association was founded in 1901. For its first half-century, Yale-China's work was centered in Changsha and Wuhan, where it helped to found Xiangya Hospital, Medical College, and Nursing School, the Yali Middle School, and Huachung University. Collaboration with New Asia College, now a part of the Chinese University of Hong Kong, began in 1953, and programs at mainland institutions were resumed in 1980.

Relations with Yale University

While closely affiliated with the Yale community, Yale-China is separately incorporated and administered and receives no financial support from Yale University apart from limited funds for two exchange programs involving Yale students and for special projects conducted on behalf of the University.

Membership

Yale-China greatly appreciates the loyal support of its members. If you are interested in learning more about becoming a member and other giving opportunities, please contact Yale-China at (203) 432-0880, or by e-mail at yale-china@yale.edu. All contributions are tax-deductible.

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On the cover

top: Yale-China Teaching Fellow Margaret Boittin and student at Huizhen Academy.

middle: Carving of the characters yali, denoting the Yale-China Association, on an outer wall of Berkeley College at Yale.

bottom: Yale-China Fellow Carl Minzner and law students at Northwest University of Politics and Law in Xi'an.

From the Executive Director

It is a pleasure to present to you the biennial report of the Yale-China Association for 2001-2002 and 2002-2003. This report is not intended to be exhaustive or to reproduce the regular updates of our program work presented in our periodic newsletter, the *Yale-China Review*. Rather, we seek here to survey the broader developments in each program area and the issues that have affected the organization as a whole over this two-year period, as well as to provide a picture of the financial health of the organization.

In 1999, with the approach of Yale-China's hundredth anniversary in 2001, the trustees of the Association initiated preparations for a centennial celebration and capital campaign to commemorate the organization's long record of service and secure its continuing vitality into the future. Three years later, with the celebration well behind us and the campaign drawing to a close, the trustees turned their attention to setting a course for the organization as it began its second century.

Recognizing that the environment in which we now work is fundamentally different from that of earlier periods in Yale-China's history, the trustees considered a range of questions regarding the appropriate role of the organization and directions for future growth. Given that rapid economic development and social change in China have resulted in needs, expectations, ambitions, and competencies vastly different from what our predecessors encountered, the trustees asked, how should we as an organization make the most of new opportunities for partnership

with institutional counterparts in an increasingly prosperous, assertive, multi-faceted China? With contacts between the United States and China proliferating at every level and in every sphere, what special contributions is Yale-China able to make and what should we leave to others? How should the scarce resources of a small but nimble organization best be allocated among competing priorities and opportunities when every day brings new avenues for meaningful work?

In the course of their discussions, the trustees identified certain qualities and themes that have characterized Yale-China's work since its founding and recommended that they continue to be carefully nurtured and sustained. Perhaps foremost among these is the organization's strong commitment to building models of partnership with Chinese institutions that are characterized by equality, mutual respect, and cultural sensitivity. The trustees reaffirmed that



Yale-China's executive director, Nancy E. Chapman, with students at the Xiangya School of Medicine.

promoting understanding between the U.S. and China through education and helping to cultivate the next generation of Chinese and Americans to be citizens of the world remain the cornerstone of our work. They noted the importance of endowing all of our efforts with a spirit of service and collaboration to address problems and concerns affecting both societies and the global community as a whole. Yale-China's enduring dedication to addressing human needs in health was also confirmed. Finally, the trustees reaffirmed the importance of excellence, foresight, and innovation as hallmarks of the Association's work, noting that our continued effectiveness as an organization will depend on our ability to adapt our programs and approaches to keep pace with rapid change in China. The trustees' report, a copy of which members are welcome to peruse upon request, goes on to outline specific institutional and program priorities and strategies to translate these themes into action in the coming years.

These are grand aspirations for a small organization, but no less ambitious than what Yale-China has taken on at other times in its history. We have a rock-solid record of making a big difference in the lives of those touched by our work, a fact of which we are regularly reminded by program alumni whose encounters with Yale-China span as far back as the 1920s. Our continued vitality as an organization is an ongoing testament to the value that careful, well-considered, practical, and compassionate work can have in expanding the vision and enriching the lives of others. We are deeply grateful for the support of all those who have made this work possible in the past two years.

Sincerely,



Nancy E. Chapman
Executive Director

Health Program

The 2002 and 2003 program years were an exceptionally fruitful time for Yale-China's health program. What has perhaps been most gratifying for all of us working in this area has been the way in which initiatives begun five or six years ago have grown and matured, providing the foundation for ongoing on-the-ground activities, significant program growth, and important new partnerships. We have seen this evolution in all of our health projects—our HIV/AIDS work, the Chia Fellowship program, and our new publication, *The Yale-China Health Journal*. In addition, because much of Yale-China's health program work in China is focused on areas of special relevance to emerging diseases—infection control, occupational exposure to infectious disease, and training of health care workers—we were able to adapt some of our work to encompass threats to the health care workforce posed by SARS (Severe Acute Respiratory Syndrome) soon after the outbreak of the epidemic. In the spring of 2003, we provided professional and financial assistance to the National Nursing Center of China to produce a special publication on the transmission of SARS and care for infected patients which was distributed to over 30,000 nurses in China. We have also commissioned a Chinese translation of a Yale manual on infection control for hospitals which is currently in production and will be distributed nationally.

Of all of our health programs, our **HIV/AIDS Train-the-Trainer Program** has experienced the most growth. In the summer of 2002, we were awarded a grant from the World AIDS Foundation to expand the program beyond Hunan province and Beijing to four provinces where the epidemic is acute: Sichuan, Xinjiang, Guangdong, and Yunnan. Organized in collaboration with the National Nursing Center of China, this program has now provided training to 250 nurses and nursing educators from local hospitals and health institutions in each province who in turn go on to provide training to tens of thousands of their fellow health professionals and members of their communities.

Begun in 1996 with a mostly American team of instructors, the program is now conducted almost entirely in Chinese by Chinese trainers with whom we have worked closely over the years. We have also developed a comprehensive training manual in Chinese which our program participants use to train their colleagues. The quality and cultural appropriateness of the program have been recognized by a number of other organizations and government agencies; since it is one of the few training programs of its kind in China, we are also now receiving frequent requests for assistance and invitations to collaborate as the need grows in China for health care professionals to address the problem of AIDS. This need will only increase in the coming years as the full extent of China's AIDS crisis and the tragic costs of delaying an effective response become known. The challenge for Yale-China in the near term will be to find effective, manageable ways to rapidly scale-up our program to reach a significantly larger number of physicians, nurses, and community health workers in urgent need of the training we have developed.

Program Participants

HIV/AIDS Train-the-Trainer Program

Nurse Participants: Over 250 nursing professionals from Hunan, Yunnan, Xinjiang, Guangdong, and Sichuan provinces

Faculty and Staff: Jane Burgess, Huang Jin, Wang Honghong, Chenghui Wu Watkins, Ann Williams



Chenghui Wu Watkins demonstrates safe needle practices to Chinese health care workers at a train-the-trainer session.

Program Participants

Chia Fellowship Program

Xiangya School of
Medicine: Huang Jin,
Wang Honghong

Yale School of Nursing:
Kristopher Fennie, Angela
Rogers, Ann Williams



Ann B. Williams, Yale-
China Trustee, and 2001
Chia Fellows Huang Jin (l)
and Wang Honghong (r).

Yale-China's **Chia Fellowship Program** was established in 1998 to improve the professional education and standing of women working in the public health field in Changsha, Hunan. Chosen through a competitive selection process, Chia Fellows spend a semester at Yale, during which they develop a public health project under the guidance of their Yale mentor and implement it upon their return to China. The program represents an investment in the long-term professional development of a cadre of women who are already making important contributions to improving the health of their fellow citizens in Changsha.

Project topics undertaken by the Fellows have ranged from hypertension in the elderly to poor nutrition in school-aged children and the links between air pollution and respiratory diseases. To date, eleven Chia Fellows have participated in the program, forming with their Yale colleagues a community of scholars at Yale and in China who will continue to collaborate on research and share information and experiences in the coming years.

In 2002, two new elements of the program were introduced. First, the program is now giving special emphasis to projects dealing with hepatitis, which is endemic in China, and other blood-borne diseases such as HIV/AIDS. Second, a conference is now being held each year at Xiangya School of Medicine in Changsha to showcase the work of fellowship alumnae to the broader Changsha community, strengthen their common network and sense of shared purpose, and support their further professional development as they pursue their careers.

The period under review also brought the inauguration of *The Yale-China Health Journal*, an annual publication featuring research on a variety of issues associated with the delivery of health care services in China. The journal is intended to fill a gap in current English-language literature on this important aspect of Chinese development, helping to orient the growing number of international researchers and professionals engaged in collaborative health-related projects in China. Topics addressed in the first issue include the evolution of rural health care, experiments in medical care insurance, training of health care workers, and mental health care. In preparation for the second issue, which focuses on the HIV/AIDS epidemic in China, we convened a workshop at Yale in December of 2002 that brought together social scientists and health care professionals knowledgeable about the manifestations of the epidemic in China and internationally. Participants in the workshop then shared their findings with a broader audience at the annual convention of the Association of Asian Studies in March of 2003. Future issues of the journal will likely focus on mental health and a survey of the work of the Chia Fellows.

Yale-China's health work in 2002 and 2003 was made possible by the generous support of the World AIDS Foundation and the Chia Family Foundation.

Teaching Program

Established in 1909, the Yale-China **English Teaching Fellowship Program** offers recent Yale graduates an exceptional opportunity to immerse themselves for two years in a Chinese community. The goals of the program are three-fold: to assist our Chinese partner schools in improving the English instruction they offer their students; to provide opportunities for Chinese people to get to know Americans and to learn about the culture and people of the United States; and to allow our Fellows to experience, as broadly as possible, life in China.

Although this is Yale-China's oldest continuing program, it is one that takes on renewed relevance with each new generation of Chinese and American young people. For Fellows, the personal, intellectual, and professional growth that occurs over the course of their two years in China often leads to a high degree of self-discovery and cross-cultural fluency, inspiring many to continue in China-related work and become leaders in their fields. For their students and colleagues, interaction with Yale-China Fellows provides a matchless opportunity not only to master the intricacies of the English language but to learn about the diverse influences and lively impulses that shape American life.

In 2001-2003, twenty Yale-China Fellows served at five schools: Yali Middle School (Changsha), Sun Yat-sen University (Guangzhou), Xiaoshi Middle School and Huizhen Academy (Ningbo), and the Chinese University of Hong Kong. The program has continued to build on its strengths by fostering a strong sense of community among the Fellows, helping to reinforce their high standards for teaching and for learning the skills necessary to become bi-cultural and, for some, tri-cultural citizens. Annual mid-semester teaching conferences provide Fellows the opportunity to set goals for teaching and learning, take stock of specific teaching problems, and deepen their understanding of the unique environment in which they are living and working. We have also introduced several additions to the program to enhance collaboration between Fellows and their Chinese colleagues. Outside of the classroom, Fellows have pursued various projects to integrate themselves more fully into their communities. Several Fellows dedicated their creative talents to journalistic writing for local and regional publications; others worked with students to develop a literary magazine, judged English-speaking contests, and filmed student-led tours of their cities.



Program Participants

Teaching Fellows

Chinese University of Hong Kong: Michael Hoevel, Emily Hyde, Anna Kaye, Tanya Loh, Allison Stenberg

Huizhen Academy: Margaret Boittin, Alonzo Emery, Amanda Kaplan

Xiaoshi Middle School: Alexander Liebman, Cindy Hwang, Kathleen Tundermann

Yali Middle School: Carissa Dizon, Sarah Donaldson, Jonathan Greene, Joshua Hill, Denise Ho, Samuel Singer

Sun Yat-Sen University: Aaron Lichtig, Katherine Mason, Jeremy Rappleye

Exchange Teachers

Foote School: Walter Corbiere, Lisa Totman

Huizhen Academy: Zhang Xiaoxia, Zhou Yayuan

Hopkins School: Mariama Richards

Xiaoshi Middle School: Zhou Shengmin

Yale-China Teaching Fellow Denise Ho and students at Yali Middle School.

The spring of 2003 brought the uncertainties and disruptions of the SARS epidemic, as well as the conclusion of the teaching programs at Huizhen Academy and Xiaoshi Middle School after seven highly productive years. We also undertook an evaluation of the program at the Chinese University of Hong Kong and explored areas for further development, eventually re-



Footnote School teacher
Walter Corbiere teaching
the “tree story” to students
at Huizhen Academy.

structuring the program to help Fellows take full advantage of Hong Kong’s unique strengths. Henceforth, Fellows posted to Hong Kong will focus on the study of Cantonese, and will be encouraged to create or participate in a significant community service project as a complement to their teaching responsibilities, in some cases in collaboration with students from the university. These projects should provide an additional avenue for learning and service in the local community between the university’s relatively short academic terms.

In addition to our teaching fellowship program, we have continued to foster and facilitate the exchange of teachers from New Haven and Ningbo at the elementary and secondary school level. Six teachers participated in this program in 2001-2003. For many, the experience is a life-changing one, contributing to their own personal and professional

development by expanding their vision of education in a cross-cultural context. Beyond the benefits to the teachers themselves, the program has had a ripple effect on their school communities. Sometimes the impact is visible and immediate: at the Foote School, for example, which previously had no China program at all, courses in Chinese history have been introduced, students are traveling to China, and efforts are underway to establish a permanent Chinese language program. At other times, however, the results are harder to quantify but no less real: students who encountered China for the first time in the eighth grade are now studying Chinese in college; families for whom China once seemed distant and irrelevant are now deeply engaged in exchanges of their own. Like the teaching program, the value of this small program has been all the more profound because it reaches children at just the time when their minds are most open to the extraordinary diversity of human experience.

The Yale-China Association gratefully acknowledges the Lingnan Foundation and the Fan Family Charitable Trust for their support of the teaching program in 2002 and 2003.

Legal Education

In the past two decades, universities in China have joined the dramatic movement to reform the nation's legal system by enrolling an unprecedented number of top students in their law schools and seeking to raise their educational standards to international levels. As part of this effort, Chinese law faculty and their students have looked to American law and the U.S. system of legal education to enrich their training. Today, however, few American legal experts are actually teaching law in China, and those who do can usually dedicate only a few weeks of their time. Established in 2000, Yale-China's **Legal Education Fellowship Program** responds to this demand for American legal expertise in Chinese classrooms by sending talented young American lawyers to China as Teaching Fellows for a full year and providing them with rigorous and ongoing field training with support from an outstanding team of American legal educators.

The goals of the program are to assist Chinese law students and faculty in understanding American laws, legal practices, and law pedagogy, especially in the field of clinical legal education; to provide select American lawyers who have demonstrated potential for leadership in the legal profession with an opportunity to learn about China and its legal system and culture; and to provide, through a variety of informal contacts inside and outside the classroom, the opportunity for students, faculty and staff members of the Chinese host schools to learn about contemporary U.S. culture and society, especially as they relate to legal standards, rights consciousness, governmental transparency, and the rule of law. Yale-China Fellows serve on the faculty of their host institutions as visiting instructors, teaching topics in U.S. law that have included corporate law, internet law, civil rights law, and intellectual property rights. In addition, Fellows contribute to their host schools in other ways, such as assisting in moot court competitions and advising students on their research papers. Over the course of their year-long fellowship, Fellows develop close one-on-one relationships and professional networks with their Chinese colleagues and students, paving the way for ongoing cooperation among an increasingly informed community of American and Chinese legal scholars who will help shape future directions in Chinese legal reform.

The first three years of the program have yielded positive results far beyond what was originally anticipated, showing just how plentiful the opportunities are for meaningful work. Our Chinese colleagues have responded to the program with exceptional enthusiasm. "Yale-China's program has not only measurably raised the level of English ability among students

Program Participants

Legal Education Fellowship Program

Tsinghua University Law School: John Smagula

Sun Yat-sen University Law School: James Kelleher, Hari Osofsky

Northwest University of Politics and Law: Carl Minzner



An energetic court role-playing exercise at Northwest University of Politics and Law.

and teachers, it has widened our scope of vision and increased our understanding of the American legal systems and culture,” reports Cai Yanmin, Vice-Dean of Sun Yat-sen University Law School. “Yale-China has made an unforgettable contribution to our law school by helping us create and run our clinical law program and by prompting us to work together with prestigious American universities and organizations.” When we inaugurated the program, we were unsure as to how many young lawyers we would be able to attract to such a challenging but low-paying service position. Our concerns were misplaced: every year has brought an outstanding pool of applicants with relevant experience and a wide range of talents, and the program continues to be a transformative experience for the Fellows and their students.

In 2002 and 2003, a total of four Yale-China Fellows taught at Sun Yat-sen University in Guangzhou, Tsinghua University in Beijing, and the Northwest University of Politics and Law in Xi’an. At each institution, they have succeeded in making measurable contributions to curriculum and teaching methods. A particular strength of the program has been its focus on clinical legal education, an area which Chinese educators have recently come to recognize as an exceptionally promising area of educational reform in China. Yale-China Fellows have participated in and helped to guide the development of new clinical programs and helped to foster ties with clinical programs at U.S. law schools. Such collaborations have greatly enhanced the opportunities for Chinese clinicians to explore and adapt clinical methods, becoming more comfortable with this format and more effective in their teaching. Our program alumni, in turn, have gone on to a variety of professional positions that will allow them to apply much of what they learned during their fellowships: John Smagula (Sun Yat-sen University 2000-2001 and Tsinghua University 2001-2002) is now Director of Asian Programs at Temple University School of Law; Hari Osofsky (Sun Yat-sen University 2001-2002) is teaching law at Whittier Law School and serving as director of the Center for International and Comparative Law; Carl Minzner (Northwest University of Politics and Law in Xi’an 2002-2003) is on the staff of the U.S. Congressional Executive Commission on China; and Jim Kelleher (Sun Yat-sen University 2001-2002) is serving as Assistant General Counsel in the Office of the United States Trade Representative.

Despite the enthusiastic reception by Chinese institutions and the program’s proven quality and effectiveness, the growth of the law fellowship program has been slowed by the difficulty of securing sustained, multi-year funding that would allow the program to expand beyond its current small size. Efforts to identify such support will continue in the coming year, along with further refinement of the program model.

Yale-China’s work in legal education in 2002 and 2003 was made possible by the support of the Lingnan Foundation, the Ford Foundation, the U.S.-China Legal Cooperation Fund, and the Asia Foundation.

Student Programs

For decades, Yale-China's most significant involvement with students at Yale was with members of the senior class interested in participating in our teaching fellowship program in China following graduation. Likewise, our closest and most intensive contact with Chinese students took place in the classes taught by the Fellows. In recent years, however, we have significantly expanded the range and volume of our programs for current undergraduates at both Yale and Chinese institutions in recognition of the growing number of students who are interested in pursuing significant cross-cultural exchange outside the classroom during the course of their college years.

While opportunities for American students to study Chinese or work in the commercial sector have proliferated in China in recent years, students attempting to locate summer positions where they can perform meaningful service have a far more challenging time. China's nascent non-governmental sector remains small and fragile, and many organizations, though in need of assistance and support, lack the capacity to accommodate willing volunteers. Yale-China's **Service Internship Program** was established in 1998 with the dual aim of identifying opportunities that would draw on and nurture students' commitment to service, while also providing needed assistance to their host organizations. So far, 56 students from Yale and Chinese universities have participated in the program, working at organizations as diverse as an organic farm, a hospice for AIDS patients, a ship-board summer camp for handicapped children, and an advocacy organization promoting health care for impoverished patients.

Interest among Yale students in the internship program has been extraordinary: we have many more applicants than we can accommodate, and students selected for the program often report that their service internship in China was the most valuable experience of their Yale careers. Host organizations have also been extremely enthusiastic about the students' contributions to their ongoing work and are eager to welcome additional interns in successive summers. In 2001, we expanded the program to provide similar opportunities for Chinese students, often working in partnership with their Yale



Program Participants

Service Internship Program

Yale Student Interns:
Rebecca Bowman, Dawn Chan, Fangqian Chen, Jennifer Chi, David Corson-Knowles, Dianna Delatorre, Timothy Gambell, Ziad Haider, Xining He, Han-Ya Hsu, Arthur Kao, Emily Lee, Jessica Lin, Nicole Lim, Allison McCarty, Garry Ng, Laura Oh, Anne Pawsat, Daniel Peterson, Julie Quackenbush, Noam Schimmel, Qinan Tang, Neheet Trivedi, Christopher Yee, Nicholas Zamiska

New Asia College Student Interns: Kinman Chan, Hoifying Leung

Peking University Student Interns: Grace Chen, Charlie Zhang

Yale-China Trustee
Terrill E. Lautz with
Xiangya School of Medicine
students in Changsha.

Program Participants

Yale University—New Asia Undergraduate Exchange

Yale Students: Samantha Culp, William Cruz, Michelle de Saram, Lori Flores, Timothy Kleiman, Marcello Mullings, Dan Nugent, Teresa Overskei, William Parish, Emma Pollack-Pelzner, Grant Porter, Meg Reuland, Seiji Shirane, Ming Thompson, Gabrielle Tiven, Barbara Yu

New Asia Students: Chung Hin Tat, Fong Kat Cheung, Fung Wen Ying, Ho Pui Yi, Kan Yee Man Lam Ching Lui, Lam On Kay, Lui Li Leung, Pau Ho Yin, Tai Hei Yan, Tang Pek Ying, To Mei Ling, Tsang Wai Cho, Wan Yu Hon, Wong Wai Ki, Wu Muk Wan

counterparts in both New Haven and communities in China. In addition to the personal and intellectual growth that students experience while working at an overseas service institution, many Yale-China interns find the internships contribute a great deal to their own emerging professional aspirations. As one student, Qinan Tang (Yale '04), wrote of her experience working on behalf of AIDS patients: “This experience helped me to establish my long-term career goal. I have now started doing research on health economics, and plan to work as hard as I can to do well in this field. It was a life-changing experience for me, and hopefully I will be able to better some people’s lives in the future.”

We anticipate significant growth in the internship program in the coming years. Identifying additional positions, locating funding to support them, and maintaining the high quality of the experience for students and host organizations alike will be important priorities as the program evolves.

The annual **Yale University—New Asia Undergraduate Exchange**, now in its eleventh year, has remained as popular as ever among students at both Yale and New Asia College in Hong Kong. Eight students from each institution participate in the program each year, paying reciprocal two-week visits to each other’s campuses while exploring a common social, political, or cultural theme. The 2002 focus on mass media and its role in society included a tour of the *Yale Daily News* during production and a lecture by Jack Valenti, CEO of the Motion Picture Association of America; in Hong Kong, students met with groups at Television Broadcasts Limited and NextMedia. In 2003, the students explored the topic of public service in their respective societies: in the United States, they helped out at a local soup kitchen and AIDS care home; in Hong Kong, they visited a school for troubled boys, a juvenile detention center, and the Legislative Council. In a promising development, we are finding

that an increasing number of Yale students who are first introduced to Chinese society and culture through this program are returning in subsequent years to participate in other Yale-China programs, deepening the interest developed through this short but highly intensive encounter.

Our third program of direct benefit to students, the **Yale-China Scholarship Program**, was established at Xiangya School of Medicine in Changsha in 2003. With the recent introduction of tuition at

Yale-China Intern Laura Oh took this photograph of underprivileged Hong Kong children about to leap from the rail of Adventure-Ship’s junk into Hong Kong Harbor. Since the program’s inception, Yale-China interns have been placed at Adventure-Ship, a non-profit Hong Kong organization whose goal is to develop rigorous and challenging training programs to help participants develop self-reliance, mutual tolerance, and community spirit.





The 40 recipients of the 2002-2003 Yale-China Scholarship at Xiangya School of Medicine in Changsha, Hunan, along with school administrators and Yale-China staff and trustees.

Chinese colleges and universities, the annual cost of studying at a Chinese university now runs as high as 14,000 yuan (US\$1,700), significantly more than the annual income of many Chinese families. As a result, some students are losing out on the opportunity to pursue higher education. The Yale-China Scholarship Program provides financial aid to students from disadvantaged backgrounds preparing for careers as physicians and nurses. Forty Xiangya students received full or partial tuition assistance in the 2002-2003 academic year, a number that will grow in the coming years.

Yale-China's Service Internship program and the Yale University—New Asia Undergraduate Exchange receive support from the Council on East Asian Studies at Yale University. The Yale-China Scholarship Program is made possible by a generous donor in Hong Kong.

Program Participants

Yale-China Scholarship Program

Full Scholarship Recipients:
Chen Xinxin, Dai Enwei, Li Danjuan, Luo Xibo, Zhou Jianrui

Partial Scholarship Recipients: Chen Bo, Chen Jing, Dai Zhu, Deng Hongli, Du Limin, Feng Bo, He Baimei, Hu Luying, Huang Tianlong, Jian Banghao, Li Chunyan, Li Qinhua, Li Weihua, Liang Cuimin, Liao Liqiu, Liu Bo, Liu Jian, Liu Xianglin, Liu Ya, Tan Xiangshu, Wan Feng, Wang Lili, Wang Xiangyun, Wang Xiaoxiao, Wang Yangui, Wang Yongfu, Wei Jingli, Xiao Yanying, Xie Xiaobo, Xu Binchu, Yan Wei, Yang Fu, Zhang Xiaomin, Zhang Ying, Zhong Zhihui

American Studies

Program Participants

American Studies Program

Institute in China: 36 graduate students and young faculty at Xiamen University

Chinese Scholars: Chang Yueh-Chen, Gao Guorong, Gong Yan, Han Yu, Huang Jiying, Ju Mingli, Kuo Fei-Hsuan, Lee Tsui-Yu, Li Zhuangsong, Liang Hong, Ren Qianqing, Wang Zhaohui, Zhang Aimin, Zhang JuGuo

Yale Faculty: Elizabeth Dillon, Jonathan Holloway, Robert Johnston, Mary Lui, Sanda Lwin, Jace Weaver

Yale-China's **American Studies Program** was established in 1995 in response to the extraordinary interest in American history, society, and culture throughout East Asia. In its first six years, the program organized an annual month-long summer institute in Hong Kong and New Haven which featured intensive academic seminars led by members of the Yale faculty for young East Asian scholars of American history, literature, and society. For many, this was their first opportunity to travel outside their home countries and to interact with their counterparts from the U.S. and other places in Asia.

In 2001, we introduced several new elements to the program: an institute in China led by three Yale faculty members and hosted by past summer institute participants at their home institutions; independent research projects conducted at Yale by selected Chinese scholars; and the inauguration of the *Yale-China Journal of American Studies*, which featured the work of institute participants. These enhancements to the program were enthusiastically received by our program alumni, who now number nearly 200 from twelve different countries.

In 2002, professors Jace Weaver, Sanda Lwin, and Jonathan Holloway led seminars on the theme, "Race and Ethnicity: Law and Literature," at Xiamen University for thirty-six graduate students and young professors. In addition, eight Chinese scholars of American Studies spent a month at Yale pursuing topics that ranged from contemporary Native American literature to W.E.B. DuBois and multiculturalism in the United States. The third issue of the journal included essays written for the 2001 summer institute, as well as a special section entitled "Perceptions of America after 9/11," featuring articles by scholars from East Asia as well as Yale.



The program concluded in 2002 after eight fruitful years, but many of our program alumni continue to stay in touch with us, their Yale faculty mentors, and each other, forming a unique community of American Studies scholars in the East Asian region.

Yale-China's American Studies program received generous support from The Henry Luce Foundation, Inc. and the U.S. Department of State.

Yale professor Jonathan Holloway and students at Xiamen University.

Contributors (July 1, 2001–June 30, 2003)

The Officers and Trustees of the Yale-China Association extend their sincere thanks to all those whose gifts make our work possible.

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Financial Report

Condensed Statement of Activities for the Years Ended June 30, 2002 and June 30, 2003

(With comparative figures for 2001)

	2003	2002	2001
Unrestricted Net Assets			
Support			
Contributions and grants	\$ 896,436.61	\$ 1,249,662.58	\$ 913,479.18
Realized on investments sold	(180,472.05)	(176,246.12)	(88,091.70)
Unrealized on investments held	178,824.26	(177,853.82)	(498,574.23)
Interest and dividends	117,105.13	160,256.04	156,231.74
Net assets released from temporary restrictions	261,532.70	338,083.18	570,686.00
Total unrestricted support and reclassifications	\$ 1,273,426.65	\$ 1,443,901.86	\$ 1,053,730.99
Expenses			
Program services	\$ 806,949.33	\$ 987,854.70	\$ 991,597.47
Supporting services	149,924.35	169,322.88	145,292.28
Fundraising	34,635.91	34,454.95	53,585.92
Total expenses	\$ 991,509.59	\$ 1,190,632.53	\$ 1,190,475.67
Increase (decrease) in unrestricted net assets	\$ 281,917.06	\$ 253,269.33	\$ (136,744.68)
Temporarily Restricted Items			
Contributions and grants	\$ 72,766.00	\$ 212,917.93	\$ 821,625.51
Interest and dividends	11,537.73	14,635.46	11,668.46
Gain (Loss) on investments	(3,305.50)	(1,322.19)	1,926.75
Annuity payment	(11,587.06)		
Net assets released from restrictions	(261,532.70)	(388,083.18)	(570,686.00)
Increase (decrease) in temporarily restricted assets	\$ (192,121.53)	\$ (161,851.98)	\$ 264,534.72
Permanently Restricted Items			
Unrealized gain in market value	\$ 145,067.27	\$ (130,561.61)	\$ 191,650.79
Excess earnings distribution		3,469.53	
Increase in permanently restricted assets	\$ 145,067.27	\$ (127,092.08)	\$ 191,650.79
Increase (decrease) in net assets	\$ 234,862.80	\$ (35,674.73)	\$ 319,440.83
Net Assets - beginning of year	\$ 8,993,706.29	\$ 9,029,381.02	\$ 8,709,940.19
Net Assets - end of year	\$ 9,228,569.09	\$ 8,993,706.29	\$ 9,029,381.02

Figures for the years ending June 30, 2002 and June 30, 2003 audited by Pallman & Company, 677 State Street, New Haven, Connecticut. Copies of the full audited financial statement are available upon request.

Statement of Financial Position

	2003	2002	2001
Assets			
Cash and cash equivalents	\$ 219,986.53	\$ 768,088.70	\$ 822,246.33
Receivables:			
Accounts, grants and interest receivable	108,769.07	198,944.55	133,201.85
Unconditional promises to give	810,614.83	957,341.14	1,116,607.60
Investments	8,137,327.23	7,098,877.82	7,051,843.98
Prepaid expenses	2,796.00	57,739.65	38,625.04
Fixed assets less accumulated depreciation	13,307.00	12,070.35	38,181.49
Total Assets	\$ 9,292,800.66	\$ 9,093,062.21	\$ 9,200,706.29
Liabilities			
Accounts payable	\$ 30,885.64	\$ 66,217.01	\$ 120,549.32
Annuity payable	27,088.93	33,138.91	50,775.95
Program payable	6,257.00		
Total Liabilities	\$ 64,231.57	\$ 99,355.92	\$ 171,325.27
Net Assets			
Unrestricted fund balance	\$ (62,291.90)	\$ (19,149.11)	\$ (50,076.77)
Unrestricted designated operating as endowment	4,372,440.93	4,047,381.08	3,825,039.20
Temporarily restricted	1,200,947.27	1,393,068.80	1,554,920.99
Permanently restricted	3,717,472.79	3,572,405.52	3,699,497.60
Total Net Assets	\$ 9,228,569.09	\$ 8,993,706.29	\$ 9,029,381.02
Total Liabilities and Net Assets	\$ 9,292,800.66	\$ 9,093,062.21	\$ 9,200,706.29

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Yale-China staff and their children on the front steps of 442 Temple during the celebration of Judith M. Collins' 20th anniversary with the Association.



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2001–2003

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| ● CHANGSHA | Teaching, Health, Scholarship |
| ● KUNMING | Health, Internships |
| ● XIAMEN | American Studies |
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