

# 100

STRENGTHENING US-CHINA RELATIONS  
ONE STUDENT AT A TIME

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PERSPECTIVES FROM LEADERS IN THE FIELD

**100** | THOUSAND  
STRONG

# 100K STRONG

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FOREWORD & INTRODUCTION

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SECTION I

# FOREWORD

By Florence Fang

IMAGINE THE YEAR IS 2030. THE YOUTH OF TODAY ARE OLDER, WISER, AND AT THE HELM OF THE MOST CRITICAL BILATERAL RELATIONSHIP IN THE WORLD, THAT BETWEEN THE UNITED STATES AND CHINA. WHILE GLOBAL CHALLENGES CONTINUE TO TEST THE STRENGTH OF THIS RELATIONSHIP, ITS RESOLVE IS ENDURING. BEYOND DIPLOMATS AND POLICYMAKERS, REGULAR CHINESE AND AMERICANS UNDERSTAND AND RELATE TO ONE OTHER; THEY WORK TOGETHER TO ACHIEVE A MORE PROSPEROUS AND EQUITABLE WORLD FOR ALL HUMANKIND.

THIS IS THE WORLD I SEE IN 2030. THIS IS THE WORLD I AM BUILDING TODAY.

## **Florence Fang**

Florence Fang is the Chairwoman of the Florence Fang Family Foundation.

Global prosperity and harmony rest on the relationship between the two strongest and most influential nations in the world: the United States and China. But too often, that relationship has been marred by misunderstanding and mistrust. This does not have to be our fate.

I believe our future can be shaped through education. To me, education is the basis for the advancement of human civilization and society. Education provides the opportunities for people to flourish, to realize their full potential. Building the brightest future possible requires that future generations learn more than we ever could, so that they can reach higher and aim further.

The mission of the 100,000 Strong Foundation is the roadmap to realizing this future. Increasing the number and diversity of Americans studying abroad in China allows the full potential of the US-China relationship to be reached. If we keep investing, the future of this key strategic and economic relationship will continue to build comradeship not confrontation, collaboration not competition.

Investing in young people is an investment in the future, for today's students are tomorrow's leaders. This is not just an investment of dollars or *yuan* but also an investment of our hearts. I believe in this mission and I believe in these future leaders.

I have long worked to support education not merely for the opportunities it can provide for young students but also for the knowledge that our legacy will pass into capable hands. The challenges our world faces require this, as they are shared challenges.

A deep and rich US-China relationship is key to ensuring continued and sustained economic growth, innovation, and development. We must prepare our children for future leadership, cultivating respect for one another through cultural and historical education, and through language learning and student exchange.

Traditional Asian values demand that wealth and means pass through lineage. I have worked to transcend this traditional belief by welcoming all the world as family. Strategic efforts, like the 100,000 Strong Foundation, are essential to realizing our vision of 2030. This vision is not mine alone but is shared by countless friends, on both sides of the Pacific, who have worked hand-in-hand to build this future.

In the following essays, I invite you to join these friends in charting the future of the US-China relationship. ■

Investing in young people is an investment in the future, for today's students are tomorrow's leaders.

# MESSAGE FROM A FOUNDING SUPPORTER

By Muhtar Kent

THE COCA-COLA COMPANY IS PROUD TO HAVE BEEN ONE OF THE FOUNDING SPONSORS OF THE 100,000 STRONG INITIATIVE. WE JOINED THIS EFFORT BECAUSE WE BELIEVE IN FOSTERING PEOPLE-TO-PEOPLE CONTACTS BETWEEN CHINA AND THE UNITED STATES OF AMERICA, LEADING TO IMPROVED UNDERSTANDING AND TRUST BETWEEN THESE TWO GREAT COUNTRIES.

**Muhtar Kent**

Muhtar Kent is Chairman of the Board and CEO of The Coca-Cola Company.

Coca-Cola re-entered China in 1979. We were the first international brand to return to the country, at the time just re-opening after a long period of isolation. Today, I am proud that consumers in China enjoy Coca-Cola and our wide range of refreshing beverages more than 140 million times per day.

China has now grown to be the third largest market in the worldwide Coca-Cola system. Since 1981, together with our partners COFCO and Swire Group, we have built 43 bottling plants throughout China. Our China System directly employs more than 50,000 people, and indirectly creates jobs for more than 500,000 people.

In China and around the world, The Coca-Cola Company is committed to growing our business in a sustainable way. We know that we can only grow our business if we contribute to the sustainable development of the communities where we operate. As a business operating in 206 countries worldwide, we focus our sustainability efforts on water resources protection, wellness, and empowering women. Making progress in these areas is central to our mission as a company everywhere we do business.

One of our environmental initiatives is a great example of building bridges between China and the United States. The Coca-Cola Company launched the PlantBottle in China in 2013, an innovative new packaging that contains 30% renewable, plant-sourced raw

We know that we can only grow our business if we contribute to the sustainable development of the communities where we operate.

material and is 100% recyclable. In July, 2014, our PlantBottle was identified as a key environmental, sustainability project during the 5th US-China Strategic and Economic Dialogue in Washington, DC.

However, in our view, sustainability is not only about taking care of our environment. Key relationships also need to be built in a sustainable way. Widely characterized as the most important bi-lateral relationship in the world, the US-China relationship also must be one that can be sustained over time. We know from experience that the people-to-people engagement fostered through the 100,000 Strong Foundation helps create stronger, longer-lasting relationships and a more stable world for us all.

Congratulations on the launch of this 100,000 Strong annual report. I encourage more US and Chinese companies and individuals to join this meaningful initiative in the years ahead. ■

People-to-people engagement fostered through the 100,000 Strong Foundation helps create stronger, longer-lasting relationships and a more stable world

# PREFACE

By Carola McGiffert

THE US-CHINA RELATIONSHIP STANDS AT A CRITICAL JUNCTURE. LONG MARKED BY COMPETITION AND CONTENTION, TODAY THE RELATIONSHIP IS BEING TESTED IN NEW WAYS. WITH CHINA'S GROWING ECONOMIC AND MILITARY STRENGTH COME NEW FEARS ABOUT BEIJING'S TRUE GOALS. WITH THE US PIVOT TOWARD ASIA COME NEW CHINESE CONCERNS ABOUT WASHINGTON'S TRUE INTENTIONS. "STRATEGIC MISTRUST"—NOW A CLICHÉ IN THINK-TANK CIRCLES—REMAINS VERY MUCH THE PREDOMINANT THEME IN THE US-CHINA NARRATIVE.

## **Carola McGiffert**

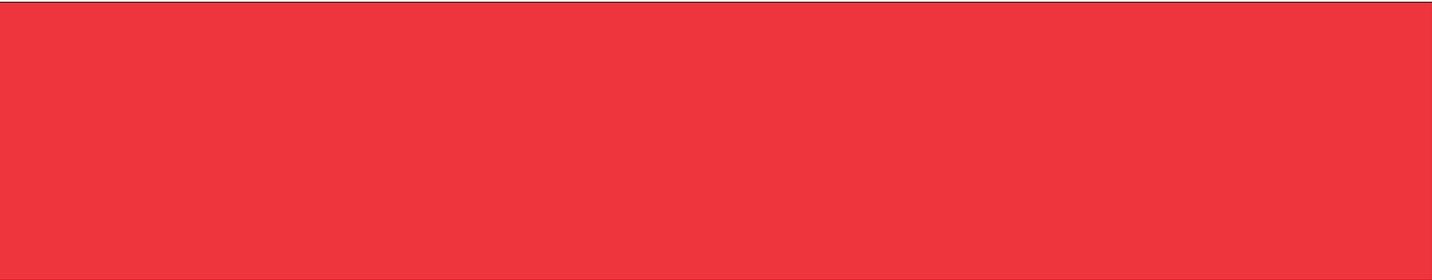
Carola McGiffert is President of the 100,000 Strong Foundation.

This is dangerous, not only because mistrust can lead to miscommunication, miscalculation, and even conflict, but also because we need this relationship to work—for America's own economic and strategic interests as well as to ensure global stability. Every global crisis will require the United States and China to work together toward resolution; every new challenge will necessitate collaboration.

Those crises abound. As I write this, the deadly Ebola virus continues to ravage West Africa; climate change inflicts record droughts and storms on the Western US; Middle East conflicts are exploding; and poor nations keep getting poorer, while developed nations keep getting older.

How will the world's two most powerful nations address these and future challenges? Will we be able to work together decades from now on the many issues we're sure to face?

How we manage this relationship today will have long-term impact. To ensure a robust relationship, America's leaders and workforce must be China fluent. Regardless of economic or personal background, regardless of the professional paths we choose, all Americans should understand China. We need a deeper bench of well-trained Americans who are negotiating and cooperating with their Chinese peers. This is a national imperative, one that our two governments have recognized and endorsed.



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Our choice is clear: We must invest in our young people to ensure that they—our future leaders—have the skills to guarantee the ongoing success of the most important bilateral relationship in the world.

This report is about charting the future of that critical relationship. These authors are pioneers in their fields. They know that understanding China, as Blackstone CEO Stephen A. Schwarzman has said, “is no longer an elective; it is a requirement.”

To put this effort into context, renowned scholar David Lampton reflects on the productive development of US-China relations and the critical importance of study abroad in fostering that relationship over the past 35 years.

Vice Minister of Education Hao Ping, Former Assistant Secretary of State Kurt Campbell, Undersecretary of State for Public Diplomacy and Public Affairs Richard Stengel, and representatives Charles Boustany and Rick Larsen all have advocated at the highest levels of the US government for strong US-China educational ties.

Business leaders Stephen A. Schwarzman and Muhtar Kent have secured economic opportunities for this China-fluent generation, enhancing both the present and future prosperity of our two peoples.

## PREFACE

Two leaders in global civil society, Josette Sheeran and Mark Tercek, have confronted global issues like sustainable development, malnutrition and hunger, and environmental degradation—issues that won't be overcome without a united US-China front.

Academic leaders, like university presidents Norman Francis and Jennifer Raab, work to ensure that students of all backgrounds have the opportunity to study in China.

Finally, two of our student ambassadors, Benjamin Brooks and Jarlene Choy, have shared their stories of appreciation for the hard work these leaders have done to broaden their futures.

These authors are part of a growing national movement. Leaders from business, academia, government, and civil society have united around the critical mission of 100,000 Strong. To them, the need for a productive US-China relationship is clear and urgent. We hope this report will serve as a call to action to others to join this movement and prepare our young people to compete, collaborate, and succeed in a world in which China plays a central role.

I would like to thank all of those who have supported 100,000 Strong since its inception. It began as a line in a presidential speech, developed into a bilateral government initiative under the US-China Consultation on People-to-People Exchange (CPE), spun off into a private

nonprofit, and today has grown into a nationwide movement. There are too many people to mention, many of them my talented former State Department colleagues, so I will stick to those who made this report possible.

We would not be where we are as an institution without the ongoing financial support of the Ford Foundation, whose grant paid for this report. Special thanks to Darren Walker, Luis Ubiñas, Elizabeth Knup, and John Fitzgerald for their faith in this mission.

The Johns Hopkins School of Advanced International Studies (SAIS) and the Asia Society were instrumental in launching this report and ensuring that it is accessible in Chinese. Data and graphics were jointly produced with the East-West Center's "Asia Matters for America" initiative.

I would also like to thank each one of the authors, for without your time and effort this report would not have happened. Fran Brennan edited this report. Sean Dugdale served as project manager. Our wonderful 100K Strong team—Travis Tanner, Tara Vanacore, and Hannah Kerne—are true partners in everything we do at the 100,000 Strong Foundation. ■

# BEYOND A RELATIONSHIP RESTORED: PEOPLE-TO-PEOPLE EDUCATIONAL EXCHANGE

By David M. Lampton

STUDENTS HAVE LONG BEEN PIVOTAL TO US-CHINA RELATIONS, EVEN BEFORE THE TWO COUNTRIES' RAPPROCHEMENT IN THE 1970S. STUDYING IN ONE ANOTHER'S COUNTRIES TURNED US AND CHINESE STUDENTS INTO CONDUITS OF INFORMATION AND CULTURAL EXCHANGE. THAT TRADITION CONTINUES TODAY. 100,000 STRONG STANDS AT THE FOREFRONT OF THE MOVEMENT TO GROW THE AMERICAN STUDENT PRESENCE IN CHINA.

## David M. Lampton

David M. Lampton is Hyman Professor and Director of China Studies at Johns Hopkins School of Advanced International Studies in Washington, D.C.

## The Big Picture

The roots of Chinese-American student exchange run deep. More than 35,000 Chinese students came to the United States in the first half of the Twentieth Century and played an important role in their country's post-1949 development, though some would later pay a price for that association with America.

Many of these students survived the Mao era and became priceless human bridges between our two countries, students such as the physicist Zhou Peiyuan, who studied at the University of Chicago, the California Institute of Technology, and with Albert Einstein at Princeton. He later returned to China and became a leader of the country's scientific and educational development, including as president of Beijing University.

Chinese student Ji Chaozhu became a conduit between President Richard Nixon and Mao Zedong, President Jimmy Carter and Deng Xiaoping. Ji returned to China after graduating from Harvard and often stood to Mao's right as a linguistic and cultural interpreter.

During that same period, some American families (among them prominent families including the Luces and Rockefellers) chose to live and raise their children in China. They also became essential links between the two countries. Arthur Hummel, James Lilley, and Stapleton Roy all were named US ambassadors to China; Houghton "Buck" Freeman became one of the largest American philanthropists in post-Mao China's educational development; and A. Doak Barnett

and Lucian Pye each became major academic forces in political science and China Studies, as well as prominent public intellectuals.

By 1986, when several colleagues and I published a National Academy of Sciences study on bilateral educational exchanges, we were able to title our book “A Relationship Restored” because, in fact, it was. Universities like Yale, Johns Hopkins, and Oberlin College, just to cite three examples, capitalized on their pre-1949 involvements in and with China to renew and expand relations in the era of normalization. Americans and Chinese today owe those who studied and lived in each other’s countries in the first half of the Twentieth Century a debt of gratitude for their contributions across the full range of human endeavor. In the future, we likely all will owe today’s Chinese and American exchange students a similar debt. US-China relations will have highs (some quite high) and lows (some of which may be quite low). But it is this kind of human capital and institutional connection in both societies that will allow us to maximize the opportunities of the “highs” and to navigate the dangers of the “lows.”

People-to-people exchange covers a vast area in US-China relations, embracing tourism, professional and associational interaction, societal leadership exchanges, cultural and media relations, and exchanges in the realm of education. Educational exchanges have been a leading and extremely dynamic element of these two countries’ relationship since the 1970s, and there are three points worth noting: The profile of Chinese students coming to the United States in the last four decades has changed and continues to change, with great consequence; America needs to increase the flow of American students to the People’s Republic of China (PRC) for its own national interests—this very objective is the primary commitment of 100,000 Strong; and finally, important policy issues are arising as strategic friction and economic competition between the United States and China become more pronounced.

### Sino-American Educational Exchange as a Leading Indicator

Sino-American educational and cultural exchange preceded both Nixon’s February 1972 trip to China and the December 15, 1978 announcement by President Carter and Chinese leaders that they planned to establish formal diplomatic relations between Washington and Beijing. Among these earlier events: A US PingPong team traveled to China in 1971; Henry Kissinger made a secret visit to China that same year; and a group of American students—members of the Committee of Concerned Asian Scholars—met in China with Premier Zhou Enlai.

TOP TEN STATES Economic Contribution of Students from Asia, 2012	
STATE	CONTRIBUTION
California	\$1.94 B
New York	1.41 B
Massachusetts	724 M
Texas	708 M
Pennsylvania	670 M
Illinois	648 M
Indiana	490 M
Michigan	443 M
Ohio	430 M
Washington	390 M
<b>US Total</b>	<b>\$14 B</b>

Source: Institute of International Education (IIE).

Data and graphics jointly produced with the East-West Center’s [www.AsiaMattersforAmerica.org](http://www.AsiaMattersforAmerica.org) initiative.



Clearly, both Chinese and American leaders saw educational and scientific exchange as a useful means to break the ice between our two countries. Educational exchange was such high politics in the 1970s that President Carter's science advisor, Frank Press, awakened Carter in the middle of the night in order to confirm the details of the first exchange of students since 1949.

Since then the number of Chinese students at the tertiary level in the United States has grown 4,700 times—to about 235,000 (in academic year 2012–13); and this doesn't include the growing number of Chinese students enrolled in primary and secondary educational institutions in the United States, or the innumerable visiting scholars and others in the United States for short-term training and research. In the 2005–06 academic year, there were about 65 Chinese high school students studying in the United States. That number had jumped to 24,000 by the 2010–11 academic year and is doubtless much higher today. In an economic sense, this educational flow is big business. The annual influx of all foreign university-level students to US institutions adds around \$24 billion annually to America's economic pie, including \$14 billion from Asia alone. Chinese college students make up about 28 percent of the total number of foreign students in America, suggesting that something like \$6 billion-plus is being added to the US economy annually from Chinese university students alone. Add to this the considerable tuition and other costs Chinese students are paying in primary and secondary private schools throughout the United States, as well as for short-term training and research affiliations, and that estimate grows.

### The Changing Profile of Chinese Students in America and US Students in China

The initial wave of post-1978 Chinese students coming to the United States had three prominent features: Most were in the hard sciences and engineering; most were involved in graduate

## 100K STUDENT AMBASSADOR PROFILE

### Jeffrey Wood

**SIGNATURE PARTNER:** Americans Promoting Study Abroad (APSA)

**SCHOOL:** George Mason University

**HOMETOWN:** Washington, DC

**AGE:** 22

Jeffrey spent last year studying in Harbin, Heilongjiang, his second stint in China. Jeffrey's experience there challenged him to overcome stereotypes and work with his Chinese peers to do the same.

"[Often in] China...people assumed I was coming from Africa because of my skin color. But I explained that in the US, we have people from all over the world. I am an African-American." Jeffrey is currently applying to be a Fulbright Fellow in Taiwan.



study; and they rapidly became important parts of US university research and graduate programs. Since then, however, the fields studied by Chinese students and scholars in American institutions have dramatically multiplied. Economics and business, most social sciences and humanities, and professional education all have witnessed dramatic increases in Chinese enrollment, though we will see if a recent leveling off in graduate student offers to Chinese portends a change. At least one major US graduate school of business has a student body overwhelmingly composed of PRC students. Chinese students now are studying US and Chinese domestic and foreign politics; and PRC ambassadors to the United States and to the United Nations have been graduates of US programs.

For American students going to China, the last three decades also have seen a substantial diversification in their fields of study, after initially predominantly studying Chinese language and culture. Since the 1980s, the opportunities for foreigners to undertake social-science classroom study, field research and social-science inquiry have dramatically expanded, as has access to documentary materials, though recently there has been some reimposition of greater constraint. It is not too much to say that the China Studies field has been transformed by its opportunities to examine most rungs of Chinese society, across much of the geographic and bureaucratic face of China. There is now a capacity to see China in all its geographic, organizational and cultural variation, an opportunity that practically did not exist immediately following normalization.

### The Opportunities and Challenges Lying Ahead

Chinese students add greatly to diversity in the American classroom in addition to advancing America's research and innovation through contemporary university research programs. While a growing percentage of PRC graduates of US institutions have been returning to China, those who stay in the United States beyond graduation are active in building US businesses, technology, and otherwise—in building joint ventures with associates back home that advance globalization and development in both nations.

When all is said and done, however, China has invested relatively much more effort in the English language and knowledge skills of its young and mid-career people than the United States has invested in educating its citizens about China. The study of Chinese language by Americans is growing, but still relatively small numbers stick with their language study long enough to become fluent. Between 2009 and 2013, approximately 68,000 Americans studied abroad in China... a far cry from the 235,000 Chinese students who studied in the US last year alone.<sup>1</sup> With China now a major global economic force, a progressively

greater contributor to global knowledge, and a growing security consideration, the US has underinvested in its intellectual capital with respect to China. 100,000 Strong is actively addressing this deficiency.

There are, of course, challenges. The United States has a record of remarkable openness as regards Chinese students and their access to information. In China, the record of openness, whether for archival materials or field-research opportunities, has been insufficient and up and down. Frustratingly, some of the US universities that have accepted the most Chinese students on their campuses find that some of their own faculty cannot get visas to do work in the PRC. Professors at Princeton, Columbia, Johns Hopkins, and the University of California system are among those who have been hampered by such restrictions. In at least one case of which I am aware, an American citizen with a Tibetan surname did not receive a visa to study in a program in which that person had been duly accepted.

So, what we see over the last three and one-half decades is a remarkable growth in people-to-people educational exchange, something that has had positive effects in almost every corner of the Sino-American relationship, from economic and scientific development to the training of human talent that increasingly is being called upon in both countries to manage the relationship itself. The culturally, socially, and politically literate people developed in the past by these exchanges are strategic resources in both societies and are needed to creatively manage the challenges looming ahead. Efforts like those of the 100,000 Strong Foundation will continue to expand and strengthen the US understanding of and presence in China, both of which are essential to improving our relationship with this increasingly important nation. ■

#### ENDNOTES

1. Yandong, Liu. "Keynote Address from the Inaugural Conference of the 100,000 Strong Foundation." At *Investing in U.S.-China Relations, One Student at a Time*. American University, Washington DC 2013.

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CHALLENGES & OPPORTUNITIES

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SECTION II

# CONNECTING FUTURE LEADERS: THE BENEFITS OF STUDENT EXCHANGE IN A MULTI-POLAR WORLD

By Stephen A. Schwarzman

## **Stephen A. Schwarzman**

Stephen A. Schwarzman is Chairman, CEO and Co-Founder of Blackstone, and founder of the Schwarzman Scholars Program at Tsinghua University.

**AS GEOPOLITICAL TENSIONS HAVE ESCALATED OVER THE PAST YEAR, WE ARE REMINDED THAT A PEACEFUL, STABLE WORLD IS NOT SOMETHING WE CAN AFFORD TO TAKE FOR GRANTED.**

The single largest determining factor in a sustained global peace is the relationship between the United States and China. While the US has a long-established history of political and economic influence, China's new prominence in international affairs has been amplified by the country's increased involvement in regional and global politics and rapid economic growth.

Over the last decade, China's GDP has increased by 164% and now accounts for 15% of total global GDP. This growth has largely been export driven—China has a 10% share of the world export market, up from 1% in 1990—and has had a significant impact on the livelihood of Chinese citizens. During the last two years, China has created 10 million jobs each year. As the number of jobs has increased, so have the nation's wages; China's private-sector wages rose 10.7% in 2013, and analysts predict a possibly even greater increase this year.

In stark contrast to China, the US Bureau of Economic Analysis estimates that GDP growth in the United States has averaged less than 2% for the past decade. Unlike in emerging economies, the economic

situation in developed nations is marred by slowed job creation and little GDP growth. Wage increases also have stalled. Overall, the International Labour Organization estimates that developed countries saw only a 5% real-wage growth from 2000–2011, compared to a 95% growth in Asia.

Most economic measures point to China outperforming the United States and the rest of the developed world over the next decade. China's powerful combination of GDP, job, and wage growth has allowed the country to strengthen its commercial ties with the world's biggest economic players, including the United States. With bilateral trade at \$563 billion in 2013, China is now our largest source of imports, second-largest trading partner, and third-largest export market.

The question is no longer whether China's economy will become the largest in the world, but how that will impact geopolitical stability when it happens.

Rarely has history seen a major shift in the balance of power between nations without an escalation in conflict. Tensions will inevitably arise as the US, China, and other nations vie for economic influence. Citizens of the developed world are frustrated by the stagnation of the middle class and lingering unemployment—issues amplified by the rising cost of living—and are looking for someone to blame. With continued strong economic performance, China will become an increasingly easy target for this anger. Economic problems, and even military escalation, may develop in the future if we do not find ways to relieve these growing tensions.

Dealing with these concerns and creating a sustainable platform for global peace will require a culture of greater trust and understanding between China, the US, and the rest of the world. Historically, this has been achieved

through education. The now-famous Rhodes Trust was established in 1903 to strengthen ties between the great economic powers of the time—the United States and Great Britain. By fostering cross-cultural connections between students, this scholarship program helped to nurture a peaceful and cooperative relationship that continues to this day.

While an all-time high of 283,000 American college students studied abroad for academic credit in the 2011–2012 school year, only 5% of those studied in China (less than 1% of all US undergraduates) and many of those from just a handful of states. By way of comparison, China sent nearly 236,000 college students to study in the United States alone. While this data does not capture the full range of American students on other programs, such as Fulbright, and in high school, the disparity is still clear. This imbalance must be corrected, and soon. American students in China have the opportunity to get to know the country, its history, culture, political structure, and its motivations—crucial components to constructive bilateral collaboration in the future. When these students return to the United States, they will be able to share this new understanding with their less-traveled peers.

This is why programs like 100,000 Strong are so important. Since the 100,000 Strong Initiative was formally launched in 2010 by Secretary of State Hillary Clinton and Chinese Vice Premier Liu Yandong, President Obama's goal of seeing 100,000 Americans study in China has already been met, and will be far surpassed by the end of 2014. We are seeing tangible proof of a growing American interest in China. Data from the 100,000 Strong Foundation suggests a recent increase in

The question is no longer whether China's economy will become the largest in the world, but how that will impact geopolitical stability when it happens.

## 100K STUDENT AMBASSADOR PROFILE

### Andrew Coflan

**SIGNATURE PARTNER:** Teach for China

**SCHOOL:** Johns-Hopkins SAIS

**HOMETOWN:** North Andover, MA

**AGE:** 25

Andrew studied in Harbin, Heilongjiang in 2009, then served as a Teach For China Fellow in China from 2011–2013. He believes that study abroad is a catalyst for people-to-people amity.

“Country-to-country relationships are often burdened by diplomatic difficulties... but study abroad is a forum to leave the diplomacy to the diplomats and focus on friendship.”



my hope that the students who participate in the program will cultivate a deep understanding of China, allowing them to act as cultural ambassadors when they return home.

But change does not happen overnight, and nurturing a culture of bilateral trust and cooperation is going to take a substantial commitment from all global players. Governments must continue to promote programs like 100,000 Strong and encourage their students to study in China, and the private sector must understand that investing in these programs is in our shared interest. Finally, the world’s students must take it upon themselves to engage with these programs and build strong ties between our nations, so that when they do find themselves in positions to lead, their leadership is rooted in a foundation of mutual understanding. ■

Americans studying in China, and we must ensure that this interest is cultivated in a way that can benefit both countries.

This strong belief in the need for mutual cooperation and understanding is also why I decided to found Schwarzman Scholars, a one-year master’s degree program at Tsinghua University in Beijing modeled on the Rhodes Scholarship. By bringing together future leaders from around the world, Schwarzman Scholars aims to develop deep interpersonal connections that will help foster future peace and constructive global engagement. As part of this experience, students will have unprecedented exposure to China through mentorship opportunities, cultural immersion, extensive travel, and access to distinguished speakers. It is

# PEOPLE POWER IN NEGOTIATING THE US-CHINA STRATEGIC PARTNERSHIP

By Kurt M. Campbell

## **Kurt M. Campbell**

Kurt M. Campbell is the Founding Partner, Chairman, and CEO of The Asia Group.

**DEEP INTO NEGOTIATIONS WITH CHINESE INTERLOCUTORS OVER THE FATE OF WELL-KNOWN DISSIDENT CHEN GUANGCHENG, WE SPARRED THROUGH ONE OF THE MOST STRAINED EPISODES IN US-CHINA RELATIONS SINCE NORMALIZATION.**

Both sides showed signs of fatigue and frustration as we continued to engage in tense, high-wire diplomacy, with neither party willing to budge. The stakes could not have been higher, and it was at the apex of this tension that we left the negotiating table to attend a meeting of Chinese and American students involved in an educational exchange. As they were introduced, the Chinese students speaking English and the American students speaking Mandarin, one of my Chinese counterparts leaned in and said, “This is very inspirational. It reminds me of what is possible.” The students’ demonstration gave both sides of the table a moment of respite and reflection, leaving us with a renewed sense of optimism that carried the negotiations through to their ultimately successful resolution.

These students had also helped remind us of what we were working to protect and build. They were part of the 100,000 Strong Initiative, launched by President Barack Obama and Secretary of State Hillary Clinton in 2009 to increase the number of Americans

studying in China. There was a profound recognition on the US side that, while the number of Chinese students coming to study in the United States was growing exponentially, the number of Americans going to China was not. The result: more young Chinese men and women are knowledgeable about American politics and popular culture than their American counterparts are about how the Chinese live, do business, and govern their society.<sup>1</sup> This disparity is worrisome and needs balancing.

Make no mistake—this lack of human capital with firsthand knowledge of China is a clear and genuine weakness.

Washington is full of soldiers, diplomats, and intelligence specialists well versed in ethnic rivalry in Iraq, the tribal differences in Afghanistan, post-conflict reconstruction strategies, and US Special Forces and drone tactics. Little effort has been made however to develop a similar cadre of Asia experts, and it

is surprising how many senior government officials make their first visits to the region only once they have reached high-level positions and are nearing the end of their careers.

Make no mistake—this lack of human capital with firsthand knowledge of China is a clear and genuine weakness in both the US foreign policy and business establishments. The most important bilateral relationship in the world exists between the United States and China. As such, it is imperative that we do not fall further behind in knowledge and practical experience of our Chinese counterparts. To that end, we developed a plan in 2009 under President Obama and Secretary Clinton's leadership to ensure that over the next four years we would raise the total number of American students in China to 100,000. The pivotal East must not be confined only to security and economic issues; but we must also seek

to deepen cultural and people-to-people ties. Developing knowledge and mutual understanding between our youth is critical to building a robust and enduring US-China relationship.

While tension and disagreement persist between the United States and China, the broad, overwhelming support the 100,000 Strong Initiative received in both countries has been inspiring. It has driven the formation of an independent, nonprofit organization with backing from both sides of the Pacific. The Chinese government signaled its approval with the generous offering of 20,000 scholarships for Americans to study in China, while the Ford Foundation and Florence Fang Family Foundation helped provide the seed money to get the initiative off the ground in the United States.<sup>2</sup>

The resulting 100,000 Strong Foundation will play a significant role in supporting Sino-American dialogue in the twenty first century. The intimate bonds created with study-abroad programs will bring our two countries together through trust and understanding, aspects that have been decidedly missing in our relationship to date. Of course, we will still have our differences, and—as with any partnership—we will face obstacles. But we must be able to talk to one another, understand one another, and work together. The need for such exchange is urgent—and ever growing.

This is especially so as we witness the remarkable uncertainties and challenges that exist in Asia today. Rather than react to individual events as they arise, we must create institutions and capabilities that allow the United States and China to deal peacefully and rationally with the inevitable, unforeseen developments we may confront. The 100,000 Strong Foundation is a clear and positive example of the type of effort we must undertake to build lasting ties between our two countries.

Global challenges, from economic crises and climate change to nuclear proliferation and transnational crime, cannot be solved without such endeavors. A dynamic and multi-layered relationship will simplify the complexities and erode the distrust that too often hinder our relations. This is especially important as we work towards an agreement to share power in the region and develop a framework to define the mode and means of peace and stability in the twenty-first century. As an example, American and Chinese cultures differ greatly in their understanding of key concepts such as deterrence. This has created confusion in the East and South China seas, where military deployments, policy proclamations, provocative naval maneuvers, and rhetorical stridency pose serious challenges to our understanding of China and its foreign-policy pursuits. The tragic collision between a US EP-3 intelligence aircraft and a Chinese J-8IM fighter jet badly impaired relations in 2001. The incident was nearly recreated at sea in late 2013 when a US guided-missile destroyer only narrowly avoided contact with an escort ship accompanying China's aircraft carrier on routine deployment in the South China Sea.

Such distrust and misunderstanding create the potential for conflict, making it all the more important that we increase strategic dialogue between our two nations. Both countries must clearly identify areas of practical cooperation not only in military confidence building, but also in development, energy security, and disaster relief, among others. China prefers the vague generalities of a new great-power-relationship mantra to the actual construction of such a new partnership; but the current situation demands building more understanding through the actual experience of working together on mutual pursuits.

When we invest in the US relationship with China, we also prepare more Americans to do business

## 100K STUDENT AMBASSADOR PROFILE

### Leah Taylor

**SIGNATURE PARTNER:** American Association of State Colleges and Universities (AASCU)

**SCHOOL:** Southern Polytechnic State University

**HOMETOWN:** Tuscaloosa, AL

**AGE:** 25

Leah studied in Ningbo, Zhejiang from 2013–2014. While studying Mandarin, Leah worked for the Youngor garment firm. Her China experience allowed her to learn about the country's rich history while also gaining insight into its business culture. "As an M.B.A graduate, I look to fill the huge gap in demand for internationally trained management talent, those professionals with a global vision and a balanced understanding of both Chinese and Western culture."



with the world's second-largest economy, thereby expanding exports, building businesses, and generating jobs. On a more personal level, programs such as 100,000 Strong send a message to China: we are prepared to entrust our most sacred possession—our children—to you in order to learn more about your country and to benefit from your culture and history.

From its inception, the 100,000 Strong Initiative was intended not only to expand the number of Americans studying in China, but also to increase the diversity of these students. It is important that students with the opportunity to study in China are not merely from affluent, East Coast, well-educated

families. Like all essential skills needed for success in the global economy, the chance to learn about China should be available to a broad cross-section of young Americans from every background and walk of life. This goal also has been embraced by Chinese officials, who announced in July 2014 that the Chinese Education Association for International Exchange will award 1,000 scholarships to students at historically black colleges and universities.<sup>3</sup>

That month proved to be exceptional for education-exchange programs as the 100,000 Strong Foundation also announced it had reached its target of sending 100,000 American students to study in China.<sup>4</sup> This is not an end-goal, however; we must continue to invest both financial capital and human capital in improving the long-term stability of the US-China relationship. Through programs such as these exchanges, we can be sure that the next generation of global leaders will meet on a mutual platform of understanding and respect. Classrooms and commerce—not conflict and confrontation—should define the future relationship between our two great nations. The security of the twenty-first century depends upon it. ■

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# REINVENTING US-CHINA COLLABORATION FOR A HEALTHY ENVIRONMENT

By Mark Tercek

## Mark Tercek

Mark Tercek is President and CEO of The Nature Conservancy.

THE UNITED STATES AND CHINA ARE THE WORLD'S BIGGEST ECONOMIES AND TOGETHER MAKE THE LARGEST ENVIRONMENTAL IMPACTS. THUS, WE SHARE RESPONSIBILITY TO RESPOND ACCORDINGLY. IN MANY CASES, WE WILL BE FAR MORE SUCCESSFUL IF WE PURSUE SOLUTIONS TO BIG ENVIRONMENTAL CHALLENGES—CLIMATE CHANGE, WATER QUALITY, FOOD SECURITY, AND URBANIZATION—JOINTLY.

Increasingly, leaders in both countries understand that continued economic growth and social stability depend on a healthy environment. Finding areas of collaboration now and for future generations will strengthen the relationship between the United States and China. Some encouraging strides have been made already:

### Reducing Emissions

China is the biggest emitter of greenhouse gases, with the US a close second. Reducing our emissions without slowing economic growth will require making a smooth transition to clean stores of energy.

China has started to address this challenge through investments in hydropower, which, when properly managed, can be a great alternative to fossil-fuel energy. This is why The Nature Conservancy (TNC) is currently working with dam builders, including the China Three Gorges Corporation, to help design and operate dams to minimize their environmental impacts. This kind of work builds on our partnership over the past five years to develop a plan for sustainable hydropower on the Yangtze River.

Through our work, we have found that restoring wetlands downstream not only soaks up floodwaters and provides important wildlife habitat, but also allows dam operators to elevate the level of the reservoir behind a dam and thus generate more power. In turn, the revenue from that added power will more than pay for the wetland restoration. It is a true win-win for nature, people and business.

In addition to reducing emissions from energy production, we must address deforestation throughout the world. China faces high levels of deforestation but the country now boasts an ambitious reforestation program, planting billions of trees a year.

Today, China is playing an increasingly important role in the global effort to promote responsible forest management and the trade in legal timber products. For example, China is one of eight countries working with TNC and other partners as part of the Responsible Asia Forestry and Trade (RAFT) program, a USAID-funded initiative to strengthen every aspect of Asia's timber trade—from corporate practices to public policy. And here in the US, a 2008 amendment to

the Lacey Act prohibiting trade in illegal timber is further pushing China, which dominates the global wood-processing industry, to take steps to exclude illegally harvested and sourced timber from its own markets.

### Building Resilience to Climate Change

Both of our countries can and should reduce emissions—the impact of climate change can be felt already.

Investments in green infrastructure—such as the protection of floodplains, healthy forests, and the restoration of coastal features like oyster reefs, marshes, dunes, and wetlands—can help communities adapt to the impacts of climate change. These natural defenses act as buffers to big storms, waves, and high tides, and are often more durable and cost-effective than traditional, manmade infrastructure. They are a smart investment that will save money in the long run for governments, business, and communities.

Adaptation strategies will need to be tailored to the challenges of each specific project location but successful techniques in one location can yield lessons for others.

An example of this is TNC's work with Dow Chemical Company on a number of green infrastructure projects, including an effort to plant trees near their facility in Texas to combat ground-level ozone, instead of going directly to expensive engineered solutions. Houston ranks among the US cities with the highest concentrations of ozone, a major ingredient in smog, and industrial sources are the primary cause. This is a problem many cities in China share. A successful emissions mitigation project by Dow could set the stage for other companies to do the same, leading to substantially improved air quality.

More and more Chinese and American companies understand that investment in nature is smart for the sustainability of their business.

TNC is working with the US and Chinese governments, as well as private companies, to determine priority areas in both countries where ecosystem-based adaptation strategies can be most effective.

### Water Quantity & Quality

Almost half of China's rivers are severely polluted. More than 450 of its cities have water shortages. Three hundred million people lack access to safe drinking water in China. More than a fifth of the country's surface water is unfit even for agriculture. And in the US, increasing drought has led to significant water shortages for residents across the West.

Ensuring citizens in the US and China, and those around the world, have clean water now and in the future will require new thought and action in areas such as sustainable hydropower, more efficient agriculture, and "green" infrastructure.

In particular, green infrastructure—the forests and floodplains that protect water supplies—has great potential to relieve water quantity and quality pressures.

New York City, for example, invested \$1.5 billion over 10 years to protect its watershed in the Catskills rather than building a \$10 billion water treatment plant with an annual operating cost of \$300 million. Residents now get clean drinking water at a fraction of what it would cost to build and maintain a plant. TNC is now helping to spread a similar model for water security around the world.

### Smart Agriculture

In addition to water, the world needs to increase food production—as much as double the current rate—to match expected population growth through 2050. Doubling food production by doubling the land area under cultivation is not

## 100K STUDENT AMBASSADOR PROFILE

### Cody Feldman

**SIGNATURE PARTNER:** American University

**SCHOOL:** American University

**CITY OF RESIDENCE:** Rye, NH

**AGE:** 21

Cody Feldman studied in Beijing and Xiamen, Fuzhou in 2013. While attending Peking University, he participated in a study trip recreating the "Long March." "I discovered just how large and diverse China really is. It's an incredibly complex country." Feldman's experience with copyright issues in China sparked his interest in pursuing a career in international law.



an option. There simply is not enough land still available. Agriculture already uses 40% of the world's land area and accounts for 70% of global water consumption.

Agriculture has to get smarter as the world adapts to a more unpredictable climate and a growing population. We will need to convert less land, increase yields on existing working lands, and use water and other resources more efficiently. Fertilizer has to be used in a way that minimizes pollution. Of course, this intensification has to be sustainable.

With China's rapidly growing cities and increasing urbanization in the US, it is imperative that we collaborate on ways to support and promote a sustainable model of agriculture to manage global demand.

## Urbanization

Increasing urbanization in both the US and China will exacerbate all of these challenges. More and more people around the world are living in urban areas. Eighty percent of people in the US and more than half of people in China live in cities, a figure that continues to grow. In the next dozen years, we can expect more than 900 million people in China to live in cities—many of which have not yet been built.

TNC is now applying our experience in conservation science, practice, policy, and finance to demonstrate how nature and natural resources can help build resilient urban communities. We focus on coastal restoration and protection, urban water management, urban tree canopies and building environmental leaders for the future.

## Investing in the Future

Despite these major hurdles, progress is already happening. The relationship between our two countries is one of the most important bilateral relationships in the world. More and more Chinese and American companies understand

that investment in nature is smart for the sustainability of their business. Our governments are both making very encouraging signals to work on conservation issues of mutual interest. And perhaps most importantly, young people are playing an increasingly important role in addressing environmental challenges.

Both China and the US must invest in the future by ensuring young people can engage effectively across cultures and borders. In the environmental space, we need bright, young leaders who can articulate the value of nature and also leverage a burgeoning US-China relationship.

Initiatives like 100,000 Strong, which seeks to bridge cultural divides and train a generation of future leaders, are key to ensuring that future generations can lead the US and China cooperatively to tackle major environmental challenges and work toward a brighter future.

It remains very important for both countries to demonstrate the kind of collaboration and leadership needed to make a difference on some of these big environmental challenges. Steps taken now, along with the encouragement and development of young people working together across both cultures, will set an example for the rest of the world. ■

We need bright, young leaders who can articulate the value of nature and also leverage a burgeoning US-China relationship.

# OPPORTUNITY AND RESPONSIBILITY ON A GLOBAL SCALE: THE IMPERATIVE OF US-CHINA COOPERATION ON FOOD

By Josette Sheeran

## Josette Sheeran

Josette Sheeran is President and CEO of Asia Society and former Executive Director of the World Food Programme (WFP).

THERE IS AN AGE-OLD CHINESE IDIOM: 民以食为天, WHICH ROUGHLY TRANSLATES AS, “FOOD IS THE TOP PRIORITY UNDER HEAVEN.” AND INDEED, MUCH OF HUMAN HISTORY HAS BEEN A QUEST BY PEOPLE AND NATIONS TO ENSURE FOOD SECURITY.

Today the world is feeding more people than ever before. In fact, the proportion of urgently hungry people in the world has been halved in the past 40 years. But population growth means we also have more hungry people than at any time in history, as nearly 1 billion struggle to feed themselves and their families.

The world’s challenge promises to become even more epic, as we will need to produce more food in the next 40 years than we have in the past 10,000 years combined. There is simply no way we can see our way to success on this front—nor on other global issues such as energy and water—without profound cooperation between the United States and China. The direction of this relationship may, indeed, determine the destiny of humankind.

I became intimately familiar with—and awed by—China’s rapid progress in advancing its own food security during my tenure as head of the United Nations World Food Programme (WFP)—the

## 100K STUDENT AMBASSADOR PROFILE

**Thomas Stanford Boulay**SIGNATURE PARTNER: **Asia Society**SCHOOL: **UT West HS**HOMETOWN: **Salt Lake City, UT**AGE: **17**

Thomas has spent two summers in Beijing. His travels dispelled many of his prior assumptions about China. “I was expecting people to be unwelcoming of foreigners. I immediately found I was mistaken.” As a result of his studies in China, Thomas plans to study international relations in college, hoping to live and work in China after graduation.



world’s largest humanitarian organization fighting hunger. Less than three decades ago, China was the largest recipient of WFP food aid and land-restoration projects. Today China is a donor and one of the leaders in the fight against global hunger and malnutrition.

Food security and food safety can be a unifying “win-win” in the US-China relationship. The effort could involve food and nutrition scientists, farmers, supply chain experts, and consumer businesses. Deepening people-to-people exchange in the areas of food and nutrition security, food safety, and agriculture will be essential for the two countries to live up to their global responsibilities. We need experts who are not only China-fluent, already desperately lacking, but also functionally fluent, who can research the best agricultural practices and can share them with the world.

In 2008, I alerted the world to the threat of a “silent tsunami” of hunger, as food, fuel, and financial crises came together in a perfect storm, throwing an additional 140 million people into abject hunger. The combination of factors that triggered the food crisis remain today: intensifying natural disasters and climate shifts, inadequate food reserves among nations, regions, and the world, and rising demand from the newly affluent, to highlight just a few. The wave of food riots across North Africa and the Middle East, stretching into South Asia and Africa, and even the collapse of governments, such as in Tunisia, partly triggered by food struggles could be considered a warning of just how fragile our ‘post-food-surplus’ world is.

**Bilateral Opportunities**

China has only 8% of the world’s arable land but nearly 20% of the world’s population. The US has slightly more arable land area than China but only a quarter of its population. During the 2008 food crisis, if major nations such as China hadn’t been able to feed their populations, we might have seen more vulnerable nations face national-scale famines. China’s ability to produce enough food for its people is both a material contribution to global food security, and also a source of knowledge and inspiration for other rising nations.

There is enormous opportunity and potential for US-China cooperation on food, beyond the obvious trade benefits. China’s import of US agricultural goods has increased more than tenfold since the beginning of this century, far outpacing other commodities. Market forces will continue to drive that trend, but we need to encourage a deeper level of collaboration in areas of research on food production, food waste, and food safety.

Let’s take the example of food waste. The world is stretched nearly to its limit on land and water

available for agriculture, yet we have done little to tame the rampant waste in the food supply chain. In developing nations, as much as 40 percent of food is lost in production, due to inadequate harvest, storage, and transportation capacities. In the more developed world, nearly 40 percent of food is wasted in the consumer supply chain.

It would truly inspire the world if the presidents of the United States and China would unite to tackle the challenge of food waste. This would send a powerful signal that despite many differences between the world's two largest economies, they can unite to benefit the global commons—the areas where all nations are mutually dependent. When it comes to food, we are, indeed, all in it together. This will only be possible when the leaders of our two nations share greater mutual understanding, a goal that Asia Society and initiatives like the 100,000 Strong Foundation are working toward.

I realized China's potential to help the world through agriculture during an emotional awakening on the hills of a steppe farm in Rwanda—the land of a 1,000 hills. In Cyungo, a small town in the central part of the country, a young woman farmer tending her small, scraggly hillside plot asked if I could help her fulfill a dream. Pulling a photo from the folds of her dress, she showed me, with trembling hands, the picture of a lush steppe farm in Yunnan Province in China. "These farmers have so much to teach me," she exclaimed. "If only I could meet them, I know I could grow so much more food here."

The knowledge China's farmers possess, even in remote areas such as Yunnan, can truly benefit the world. Yunnan's farmers combine ancient techniques with modern water- and soil-conservation methodologies, maximizing yields and reducing methane gas production. They do all

this without the expensive machinery used in wealthier, large-scale farming.

This is the kind of collaboration we must foster, not just trade, access to markets, and shared efforts in technology. We should be working to enhance people's mutual understanding, knowledge, and skills at every link in the chain of agricultural activities—and at every step of economic development. I believe the US and China can and must take leadership on this front beyond their own borders.

The two countries should expand programs that encourage their farmers and agricultural scientists and engineers to join hands, to advance critical technologies and spread best practices throughout the developing world. Advances in modern farming, fishing, and forestry hold the keys to sustainable agriculture. Both countries must update policy and financing infrastructure to ensure that these new discoveries and technologies benefit their citizens.

All the farming advances in the world are worth little if we lose control of the safety of our food supply. Food-safety controls and systems are critical to food governance. They offer consumers both confidence in what they eat and protection from hazardous toxins and contaminants. The US has much to offer here, with decades of experience in building effective systems to monitor and ensure food safety. In addition to sharing best practices on regulations and enforcement, the two countries should work together to increase awareness of and ability to employ safety measures in all levels of production, transportation, storage, and consumption stages of food products.

The act of the US and China joining hands toward global food security could mark a new beginning for two great powers.

### Global Responsibility

The real excitement and imperative is this: the US and China have the potential to move beyond “getting to know each other” dialogues and begin a conversation on “joining together for the global good.” Newly dependent on good relations between these two countries, the world needs to see our nations taking full responsibility for their global leadership position on peace and prosperity issues. The act of the US and China joining hands toward global food security could mark a new

beginning for two great powers. Success in one zone, such as food, could also build confidence and momentum for success in other zones, such as world health. We must redouble our efforts to nurture these mechanisms—institutional infrastructure and human capacity—through official, business, and, ultimately, people-to-people exchanges aimed at getting real things done for the benefit of China, the US, and all of humankind. ■

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PERSPECTIVES FROM THE FIELD

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SECTION III

# FOSTERING PEOPLE-TO-PEOPLE DIPLOMACY: THE EVOLUTION AND FUTURE OF STUDENT EXCHANGE TO CHINA

By Richard Stengel

## **Richard Stengel**

Richard Stengel is Under Secretary of State for Public Diplomacy and Public Affairs.

ON JANUARY 1, 1979, THE UNITED STATES AND CHINA MADE AN EXTRAORDINARY NEW YEAR'S RESOLUTION: THE TWO NATIONS RESTORED FORMAL DIPLOMATIC RELATIONS AFTER NEARLY 30 YEARS OF SILENCE. SEVERAL DAYS BEFORE, A CONTINGENT OF 52 GOVERNMENT-SPONSORED CHINESE EXCHANGE STUDENTS HAD ARRIVED IN THE UNITED STATES TO BEGIN THEIR ACADEMIC STUDIES. A SMALLER GROUP OF AMERICAN STUDENTS WOULD TRAVEL TO CHINA A FEW MONTHS LATER.

During my recent visit to China for the Fifth Annual Consultation on People to People Exchange (CPE), I had the great pleasure of meeting with some of these student pioneers during a ceremony at the Great Hall of the People that marked the 35th anniversary of our exchange programs. I was joined by my Chinese counterpart, Vice-Minister of Education Hao Ping. The meeting reaffirmed the fundamental role that people-to-people engagement and educational exchanges have played in building mutual understanding and in catalyzing the advancement of US-China relations over the past three-and-a-half decades. It also showed that there is nothing better than educational exchanges for breaking down taboos and establishing friendships that last a lifetime.

People-to-people exchanges allow us to tackle difficult issues in a personal way: climate change, global health, pandemic disease, and worldwide and regional development. Veterans of exchange programs—both American and Chinese—are better able to work side-by-side to address the challenges inherent in a global economy and an interconnected world.

Since that first generation of students arrived in 1979, more than one million American and Chinese students have crossed the Pacific to study in the other country. But although more than 200,000 American students have studied in China over the past 35 years, six times as many Chinese have studied in the US. In 2009, at the time of President Obama's first official trip to China, there were ten times more Chinese students in the United States than there were Americans in China; and 600 times more Chinese were studying English than Americans studying Mandarin.

The US government has sought to redress this imbalance. In November 2009, President Obama announced his goal of seeing 100,000 Americans study in China over the next four years. He set this ambitious goal—which was subsequently dubbed the 100,000 Strong Initiative—to signal the country's commitment to enhancing US-China relations over the long-term.

At the State Department, we have responded to President Obama's call. We fund more Americans to study in China than in any other country. We send artists, scientists, athletes, and engineers all over China. We constantly strive to expand academic programs, including those that send students, researchers, and scholars to China, such as the bi-national Fulbright, Gilman, Critical Language Scholarship, and the National Security Language Initiative for Youth programs. Our educational and cultural exchanges bridge language barriers, open

## 100K STUDENT AMBASSADOR PROFILE

### Lesly Juarez

**SIGNATURE PARTNER:** i.am.angel Foundation

**SCHOOL:** Santa Monica College

**HOMETOWN:** Los Angeles, CA

**AGE:** 18

Lesly traveled to Beijing, China in the summer of 2013. Lesly's experience inspired her to improve her communication skills, seeking to converse in new ways and on deeper levels. "As an aspiring journalist, I am constantly living with a curiosity to engage with new ideas in pursuit of truth."

As a result of her China experience, Lesly is making study abroad opportunities a key criterion in her college search.



lines of communication, and connect people in the US and China in immediate and lasting ways.

In the four years since the 100,000 Strong Initiative launched in May 2010, it has not only met but also surpassed its goal of 100,000 Americans studying in China. China is the fifth-most-popular destination overall and the most popular destination outside Western Europe for US students studying abroad, according to the Institute of International Education's 2013 Open Doors Report. The Initiative has also created opportunities for youth from underserved communities to study in China.

The US government would like to see the number and diversity of US students in China increase still further. To that end, the Department of State

relies on US colleges and universities to promote international study on their campuses, to welcome foreign students, and to develop curricula that include study-abroad options for Americans. We encourage US schools to do even more to make foreign study a reality for all their students. Studying abroad helps make American students both more knowledgeable about the world and more employable in this globalized twenty-first century economy.

Our educational and cultural exchanges bridge language barriers, open lines of communication, and connect people in the US and China in immediate and lasting ways.

The 100,000 Strong Foundation has made significant progress working with our Chinese counterparts to promote the initiative in both countries. The Chinese Ministry of Education contributed to the mission by providing 20,000 scholarships for Americans to study in China. Vice Premier Liu Yandong, Secretary John Kerry's counterpart at the CPE, played a critical role in fostering this cooperation between our two nations. Teams on both sides have also been tireless partners in increasing US-China people-to-people ties at every level.

As great nations working together, China and the United States have much to offer each other and the world. Our relationship has come a long way in the 35 years since we normalized diplomatic relations; and this would not have been possible without building a foundation of student and people-to-people exchanges that has helped to instill a familiarity and sense of shared purpose between our citizens. In the next 35 years, with continued efforts to increase the number of students in both directions, we can take our relationship even further. I hope the list of future American students studying in China will include my two teenage sons, who have been studying Mandarin since they were small boys!

Congratulations to the 100,000 Strong Foundation for helping further our collective goal of increasing and enriching our US-China people-to-people engagement. ■

# “STILL WATERS RUN DEEP”: EDUCATIONAL EXCHANGE SOLIDIFIES THE PERSONAL FOUNDATION OF US-CHINA RELATIONS

By Hao Ping

## Hao Ping

Hao Ping is Vice-Minister of Education for the People's Republic of China.

**THE FIFTH ANNUAL US-CHINA HIGH-LEVEL CONSULTATION ON PEOPLE-TO-PEOPLE EXCHANGE (CPE) RECENTLY CONCLUDED IN BEIJING, REACHING AGREEMENT ON MORE THAN 100 POLICY ITEMS.**

With this year marking the 35th anniversary of diplomatic ties between our two countries, people-to-people exchange, economic and trade cooperation, and mutual trust in politics have become the three pillars of US-China relations. Through direct personal interaction, people-to-people exchange promotes mutual understanding and sincere ties between American and Chinese citizens. In Chinese, we have a saying: “The stillest waters are those which run the deepest.” Still waters run deep. As the friendship between our two peoples slowly and steadily grows deeper, so too does the strength of bilateral relations between our two countries. This development has great strategic significance in forging a new model of major-power relations between the US and China.

Leaders of both countries attach high importance to the progress of people-to-people exchange. When the fourth annual US-China CPE was held in 2013, both President Xi Jinping and President Barack Obama sent letters to mark the occasion. According to President Xi, people-to-people exchange has played a positive role in advancing bilateral ties, becoming an important pillar supporting the

## 100K STUDENT AMBASSADOR PROFILE

### Grace Mueller

**SIGNATURE PARTNER:** China Institute

**SCHOOL:** Lenape Valley Regional HS

**HOMETOWN:** Byram, NJ

**AGE:** 17

Grace is currently studying in Beijing for the 2013–2014 academic year, following a study trip to China last summer. Visiting China helped her gain a better understanding of the similarities between the two countries. “I think before I left for China, I subconsciously felt like I was going to another planet. When I arrived in Beijing, I was surprised at how quickly and naturally at home I felt.” She aims to become fluent in Mandarin during her college studies. She plans to attend Columbia University next fall.



advancement of US-China relations. Enhancing the level of people-to-people exchange has injected new vigor into the advancement of relations between our two countries. This year, at the

joint opening ceremony of the fifth annual CPE and the sixth round of the US-China Strategic and Economic Dialogue, President Xi reemphasized the friendly sentiments American and Chinese people have toward each other, further noting that the US-China friendship has its

root in the people and its hope in the youth. In his letter, President Obama concurred that the CPE has improved and expanded ties between

the people of our two countries, thus providing a critical gateway to new cooperation and important solutions.

As an important component of broader US-China people-to-people exchange, educational exchange, with its unique characteristics, bears special significance for realizing another Chinese saying: “Relations between states lie in the friendship between their people.” In 1979, immediately after the formal establishment of US-China diplomatic ties, Chinese leader Deng Xiaoping and President Jimmy Carter signed the US-China Agreement on Cooperation in Science and Technology, and agreed to exchange students and scholars. In 1985, the two governments signed a protocol on cooperation in educational exchanges. This supported mutual exchanges between schools, research institutes, and their personnel.

The year 2000 saw the formal signing of the Agreement for Cooperation in Educational Exchanges, which provided the framework for the 2006 Memorandum of Understanding on Further Expanding Cooperation and Exchanges in the Field of Education, signed by the US Department of Education and the Chinese Ministry of Education. The two countries have also enhanced cooperation in developing a high-level educational consultation mechanism, promoting language teaching and learning, joining forces in cultivating high-quality talent and scientific research, as well as improving primary and secondary education. In May of 2010, the US China high-level consultation mechanism was launched in Beijing under the co-chairmanship of then Chinese State Councilor Liu Yandong and then US Secretary of State Hillary Clinton. The establishment of a high-level mechanism devoted to people-to-people exchange between the two countries signals a new era of US-China educational exchange and ensures the continued and stable development of the US-China relations.

Relations between states lie in the friendship between their people.

Thirty-five years ago, with extraordinary strategic vision and political wisdom, Chinese and American leaders broke the ice of estrangement by encouraging people-to-people exchange. In December of 1978, China sent a group of 52 students to the United States, triggering the largest wave of foreign exchange in Chinese history. As a result, various educational and cultural exchange programs—including the US-China Fulbright program, China-US Physics Examination and Application (CUSPEA), China-US Biochemistry Examination and Application (CUSBEA), Confucius Institutes, US-China Youth Leadership Program, US-China Young Think Tank Scholars Dialogue, and China-US Youth RME (Research, Mentorship, Exchange) Partnership—are already actively established and widespread. These programs not only contribute enormously to talent cultivation and the promotion of youth exchange but also propel the sound and stable development of US-China relations forward with deepened understanding and friendship between our two people.

In conjunction with the fifth CPE, our two governments held a special event celebrating 35 years of student exchange between the US and China. Joined by both American and Chinese study abroad alumni of various ages, Richard Stengel, the US Under Secretary for Public Diplomacy and Public Affairs, spoke of the history of US-China educational exchange and expressed his strong support for these programs. To date, over 1.46 million Chinese students—100,000 sponsored by the Chinese government—have studied in the United States, making China the number one place of origin of international students in the US. Upon their return to China, these US-educated students have made valuable contributions in various trades and professions. Among this group, there are 289 Chinese Academy of Sciences (CAS) Fellows, 68 Chinese Academy of Engineers (CAE) Fellows, and many presidents of prestigious Chinese

universities. Meanwhile, with 220,000 Americans having studied in China, the United States remains the second largest source nation for exchange students to China for the sixth consecutive year.

Under the CPE framework, the Chinese side launched the “Three Ten-Thousands Program,” which is awarding 10,000 scholarships for US-China people-to-people exchange, sponsoring 10,000 Chinese students to pursue doctoral degrees in the United States, and inviting 10,000 American students to China for travel and research on Chinese government scholarships. The American side announced the 100,000 Strong initiative, which will exceed its goal of sending 100,000 American students to study in China by the end of 2014. These programs will produce a considerable number of American and Chinese citizens with profound knowledge and mutual understanding. From the bottom up, educational exchange between our two countries is laying a solid foundation for a new model of US-China relations.

“It is better to travel ten thousand miles than to read ten thousand books,” as another Chinese saying goes. Despite the ease and connectedness enabled by the Internet and other modern means of communication, there is no substitute for the actual experience of studying abroad. The latter provides American and Chinese youths with valuable opportunities to glean first-hand experience of the other country’s society, culture, technology, and natural environment. It is thus an undertaking highly conducive to their personal growth and development. In this sense, US-China people-to-people exchange, especially that among young students, is critical to bringing

Thirty-five years ago, with extraordinary strategic vision and political wisdom, Chinese and American leaders broke the ice of estrangement by opening up to people-to-people exchange.

our two peoples closer, bridging our differing values and opening channels for cross-cultural communication.

This is precisely why Chinese Vice Premier Liu Yandong, in her remarks at this year's CPE, noted that the Chinese Dream, the American Dream, and the World Dream are interlinked. Only through people-to-people and heart-to-heart exchanges can we eliminate barriers and misunderstandings, forge mutual understanding and build consensus, and provide positive energy for the overall development of our bilateral relations. US Secretary of State John Kerry also affirmed that people-to-people ties are shaping better understanding and a stronger future for our two countries.

Given the firm support of the two countries' leaders and the active participation of the two countries' young students, the 100,000 Strong initiative is just a beginning. There will be 200,000, 300,000, or even more American students coming to study in China in the years to come. Under the people-to-people and cultural exchange framework, US-China educational exchange promises to yield even more successful results and make a large contribution to building a new model of US-China major-power relations. ■

# CONGRESS IN ACTION: BUILDING STRONGER US-CHINA RELATIONS

By Charles W. Boustany and Rick Larsen

**Rep. Charles W. Boustany (R-LA)**

**Rep. Rick Larsen (D-WA)**

Congressmen Charles W. Boustany, Jr. and Rick Larsen co-chair the US-China Working Group in the US House of Representatives.

COLLECTIVELY, WE HAVE VISITED CHINA 11 TIMES. EACH TIME, OUR TAKEAWAY IS THE SAME: THE MORE WE KNOW ABOUT CHINA, THE MORE WE REALIZE WE DON'T KNOW. VISITING THE COUNTRY TO LEARN FIRSTHAND ABOUT ITS ECONOMIC REFORMS, ITS CULTURE, AND ITS HISTORY HAS HELPED US DEVELOP AN APPRECIATION FOR CHINA AND ITS PEOPLE THAT CAN COME ONLY FROM MAKING THE TRIP ACROSS THE PACIFIC.

Our economies are the first and second largest in the world, making the US-China relationship increasingly important and crucial in defining twenty-first-century foreign policy.

The possibilities for cooperation between the US and China are vast, ranging from military relations to trade to cultural exchanges. For instance, China's first-time participation this year in Rim of the Pacific Exercise (RIMPAC), the world's largest international maritime exercise, is a positive sign that the People's Liberation Army (PLA) recognizes the importance of working with the US military. The PLA and the US military need to continue to develop a working relationship; willingness to engage is critical. Our countries share security interests in the region, and during our most recent trip to

100K STUDENT AMBASSADOR PROFILE

Zera Gathing-Brown

SIGNATURE PARTNER: Thurgood Marshall College Fund (TMCF)

SCHOOL: Grambling State University

HOMETOWN: Stone Mountain, GA

AGE: 22

Zera studied in China in order to strengthen her business communication skills. "In order to have a successful international business relationship, it is important to understand that nation's culture, norms, customs, and values. Studying abroad can change a person to become a part of the culture. That change will help bridge the US and China together."



China, we met with high-level Chinese defense officials to discuss challenges facing our military relations and opportunities to improve them.

Our states' economies both depend on trade. The US and China already are robust trading partners, yet significant opportunities for growth remain. For example, small businesses in the US manufacture an array of products, but only one percent of these businesses export. As China implements reforms from

the Third Plenum, we would like to see the two countries work together to help US businesses sell more products to Chinese consumers. This

not only gives the Chinese more access to goods, it creates jobs for US workers.

Building a strong and lasting relationship between the US and China will take engagement on many levels, from student exchanges like those the 100,000 Strong Foundation supports to more interest and commitment from Congress. Congress plays a large role both in supporting policy that increases engagement with China and in helping the American public understand the importance of our relationship with China.

The US-China Working Group, which we chair together, is a bipartisan group that educates Members of Congress and staff about US-China issues through meetings and briefings with academic, business, and political leaders from both countries. The Working Group provides a significant opportunity for Members to learn about critical issues at critical moments, and provides a forum for open and frank discussion with Chinese leaders. During our trips, we have experienced exchanges between Members of Congress and Chinese officials from both government and business—exchanges that have proven to be deeply valuable. Members see the Chinese economy in action, allowing for a more nuanced perspective—a perspective that is essential to more thoughtfully approaching the broad spectrum of issues that define our two countries' relationship. We hope to lead more trips and to see more Members of Congress embrace opportunities to visit the fast-growing Chinese aerospace-manufacturing industry, to see the trade opportunities for our small businesses firsthand, and to discuss issues with Chinese leaders in their home country.

Exchanges between students offer another essential element to ensuring a solid future between the US and China. Young people who understand

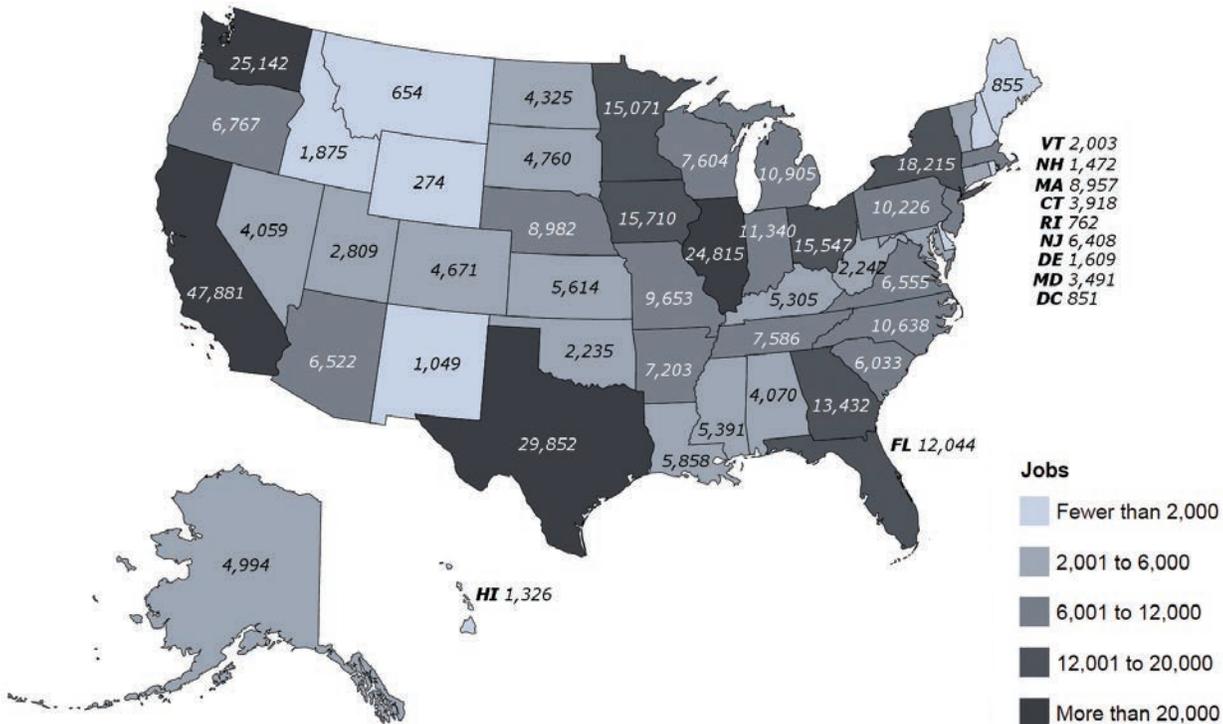
Helping US businesses not only gives the Chinese more access to goods, it creates jobs for US workers.

and appreciate both the similarities and differences of our countries will be more open-minded and culturally aware. As a result, they will be more willing and able to do the hard work of sitting at the table to discuss and think through challenges for the future of both the United States and China.

Developing meaningful relationships with our neighbors in the Asia-Pacific region, including

China, is no longer optional. The growing economies in this region offer abundant opportunity for many types of partnerships. The path ahead includes many challenges as different cultures and systems of government try to negotiate their sometimes-competing goals. Undoubtedly, we can only succeed in building stronger US-China relations if citizens of both countries respect and engage one another. ■

### US Jobs Supported Directly by Exports to China, 2012



Source: Jobs estimated by The Trade Partnership (Washington, DC) from the US Bureau of the Census and the US Department of Agriculture.

Data and graphics jointly produced with the East-West Center's [www.AsiaMattersforAmerica.org](http://www.AsiaMattersforAmerica.org) initiative.



# PREPARING STUDENTS FOR FUTURE ROLES IN A GLOBAL SOCIETY

By Norman Francis

## **Norman Francis**

Norman C. Francis is President of Xavier University of Louisiana.

COLLEGES AND UNIVERSITIES ACROSS THE UNITED STATES HAVE FACED NUMEROUS CHALLENGES OVER THE LAST DECADE: DECREASING NUMBERS OF COLLEGE-AGE STUDENTS, SHRINKING SUPPORT FOR STUDENTS NEEDING FINANCIAL AID, AND ELEMENTARY- AND SECONDARY-EDUCATION SYSTEMS THAT DO NOT ALWAYS ADEQUATELY PREPARE STUDENTS FOR THE DEMANDS OF HIGHER EDUCATION.

Despite these and other challenges, universities have continued to prepare students for the workforce and for graduate and professional school. A critical part of this preparation is ensuring that our students are able to compete nationally and, more importantly, globally.

At Xavier, a Historically Black and Catholic University in New Orleans, our mission states that the “ultimate purpose of the University is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society.” It is not by coincidence that we embrace our central purpose, to prime students to lead and serve in a global society. But what does that mean? And why is it important?

Today's students are faced with an ever-expanding, technology-driven world. It is critical that we assist students in developing the skills and qualities that not only contribute to their personal and professional growth but also ensure America's future economic competitiveness. These include broad, in-depth knowledge in a particular discipline; critical-thinking and problem-solving skills; entrepreneurial skills such as creative thinking; and the ability to be open-minded, communicate effectively, work in teams, and understand group dynamics.

Xavier's curricula and co-curricular programs provide students with myriad opportunities to learn and develop many of these strengths. In particular, our Center for Intercultural and International Programs and our Confucius Institute—the first such institute established at a Historically Black College or University (HBCU) and the first in Louisiana—increase the opportunities for our students to study abroad and prepare our graduates for the future. Studying abroad helps our students develop many of the skills most needed in a global society. By experiencing other cultures, students see a vastly complex and diverse world. They learn that there may be different solutions to the same problem or issue, and they must fully understand the other side's viewpoints in order to position themselves better. They learn to respect the strength of other major cultures and economies. Our students see that citizens not only need a collaborative and cooperative atmosphere within their own country, but also must team up with other countries on the world stage to cope with the huge public-health, global-peace, and environmental challenges we all face.

Since the establishment of our Confucius Institute in 2012, people have asked me why an HBCU would want to focus on China. My reply has always been the same. How could we not?

A university must think of its students and the opportunities it provides for them. As I look at China's economic and political influence on the world today, it is clear to me that our students *must* have the opportunity to learn Mandarin, as well as to learn about Chinese culture and ideology. Many skeptics spoke out when President Barack Obama and Secretary of State Hillary Clinton set the goal in 2010 for 100,000 US students to study in China within four short years. But the United States reached that goal, and the 100,000 Strong Foundation has helped make it happen. The 100,000 Strong Foundation's mission "to strengthen US-China relations through Mandarin language learning and study abroad" and "to ensure that the next generation of Americans is equipped to engage effectively with China" aligns perfectly with the goals of our Confucius Institute.

As the US sends more students to study abroad, and in particular to study in China, it is essential that these students come from diverse populations. Minority and underrepresented students also must have the opportunity that this type of educational experience provides the opportunity to grow intellectually, globally, and personally. With the rise of China as an economic superpower, our students need to understand and analyze the language, thought patterns, social traditions, and business practices of the Chinese people in order to effectively engage with them. Such engagement not only helps students learn language and culture, but also develops professional, teamwork, and communication skills as well as developing an open mind. All this means our students will be better prepared for jobs in education, trade, international and legal affairs, and tourism.

As the US sends more students to study abroad, and in particular to study in China, it is essential that these students come from diverse populations.

**100K STUDENT AMBASSADOR PROFILE**

**Philmon Haile**

**SIGNATURE PARTNER:** One World Now!

**SCHOOL:** University of Washington

**HOMETOWN:** Seattle, WA

**AGE:** 23

Philmon spent over two years studying in China, first in Anshan, Liaoning, then in Harbin, Heilongjiang; during which time, he also worked and volunteered in local communities. Philmon first traveled to China in high school.

“Studying abroad at a young age inspired me to go to college, seek out more opportunities in college to study abroad, and be a role model for my community by being global leader.”



In addition to ethnic diversity, it is also imperative that students who study in China come from varied disciplines. Xavier is nationally recognized as a small, liberal-arts University with a large number of science majors. For the last several years, Xavier has been first in the nation in the number of African American graduates who complete medical school, the number-one producer of African American graduates who go on to receive Ph.D.s in the life sciences, and first in the US in awarding baccalaureate degrees to African Americans in physics and the physical sciences. In addition, Xavier’s College of Pharmacy is one of the nation’s top three producers of African American Doctor of Pharmacy degree recipients.

This plethora of science graduates, combined with Xavier’s support of study in China for all students, regardless of ethnicity or discipline, clearly underscores the school’s mission to prepare future leaders in a global society.

The sheer size of China’s economic power demands that our students, no matter their major, understand Chinese language and culture to better compete with their peers worldwide. Nowhere is this made more clear than in Xavier’s own backyard. Recently, a Chinese biochemical company announced plans to build a \$1.85 billion methanol-manufacturing complex on the Mississippi River in Louisiana beginning in 2016. One can only imagine the opportunities available to our students, especially to those with broad and in-depth knowledge of biochemistry or related fields, excellent problem-solving skills, Chinese language proficiency, managerial capabilities, and a thorough understanding of Chinese business protocol. Such students will be perfectly positioned for jobs and will also possess the skills they need to move into leadership positions.

It should be noted that while students in other parts of the world, including China, study English as their primary foreign language and have become proficient, many American students are not at the same level in understanding a singular foreign language. Students studying Mandarin and also studying in China will have a distinct advantage over students whose language skills are lacking. Xavier’s Confucius Institute sent two groups of students to China in 2013 and 2014, and all of them returned from China with a strong desire to improve their Mandarin language skills and intensify their professional training. In China, they noted not only the English proficiency of their Chinese counterparts but also that they are quickly catching up with American students on learning a particular academic discipline. Many

of our students remarked that their visit to China was a life-changing experience that has motivated them to improve themselves. They have also developed interpersonal skills and become more accepting of differences in culture, tradition, ideas, and belief systems. Such experiences clearly prepare our students to go out into the world and succeed.

At Xavier, readying students for leadership and service roles in a global society is a centerpiece of what we do and who we are as a university. It is important for our students to have a solid

foundation in their chosen discipline, as well as to develop an intellectual curiosity that broadens both mind and spirit. To that end, we provide our students with opportunities and programs that allow them to be successful world citizens. The work of our Confucius Institute and the support of the 100,000 Strong Foundation help us to reach this goal through language study and study in China. The students who take advantage of these opportunities graduate better prepared and better able to appreciate the world in which they live. ■

# EDUCATING FOR THE FUTURE: PREPARING THE NEXT GENERATION OF LEADERS IN US-CHINA RELATIONS

By Jennifer Raab

## **Jennifer Raab**

Jennifer J. Raab is President of Hunter College.

FOR COLLEGE PRESIDENTS, NOTHING IS MORE GRATIFYING THAN KNOWING HOW PROFOUNDLY THE EDUCATION WE OFFER SHAPES OUR STUDENTS. SINCE I BECAME PRESIDENT OF HUNTER COLLEGE MORE THAN A DECADE AGO, NUMEROUS STUDENTS HAVE TOLD ME THAT BEING AT HUNTER HAS TAKEN THEIR LIVES IN DIRECTIONS THEY NEVER THOUGHT POSSIBLE; AND IN MOST CASES, I'M NOT SURPRISED.

There is, however, one small but growing cadre of undergraduates whose experiences have truly struck me in recent years: those who have chosen to learn Mandarin and study abroad in China through our Chinese Flagship program.

Hunter is one of 11 colleges and universities (10 of them public schools) across the nation to be chosen as a Chinese Flagship Center by The Language Flagship, an initiative of the federally funded National Security Education Program. As such, we offer a four-year, intensive program in Mandarin, which students pursue along with another non-language major. Graduates are certified as having achieved Professional Language Proficiency in Mandarin. The program includes funding for two stays in China—a summer trip and

a final, capstone year spent studying at a Chinese university and working at an internship with a Chinese organization. In the three years since the program began, total enrollment has risen from 24 to 78 students.

Foreign-language skills and an understanding of other cultures have never been more important to the future of America. Globalization is making everyone America's neighbor, and we need to learn how to talk to our neighbors—in their languages.

Bringing the program to Hunter was a top priority for the college because nowhere is the necessity for foreign-language skills more evident than in relations between the US and China—often referred to as the world's most important bilateral relationship. The interaction between the world's superpower and its principal rising power will, in fact, do much to determine everything from the pace of global economic activity to the growth of political stability, or instability, in Asia and elsewhere in the developing world. Sino-US cooperation is also indispensable to addressing trans-national issues like climate change, poverty reduction, and nuclear proliferation.

Today, however, the question being asked by many foreign-policy experts is whether these two nations will be able to coexist in a constructive, mutually beneficial way or will instead retreat into Cold War-like mistrust and antagonism. The answer depends to a large degree on how well China and the US come to know each other, to understand each other's cultures and histories, strengths and weaknesses, anxieties and aspirations.

A critical element to developing this kind of intimate, cross-cultural rapport is foreign study. The term "student ambassadors" may be something of a cliché, but it points to an important truth: Students overseas, sharing in the daily life of their

## 100K STUDENT AMBASSADOR PROFILE

### Elizabeth Peters

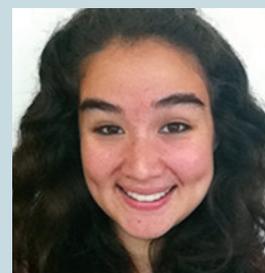
**SIGNATURE PARTNER:** Yale China

**SCHOOL:** Yale University

**HOMETOWN:** New Haven, CT

**AGE:** 23

After two years of teaching English in Changsha, Hunan, Liz is currently studying at the International Chinese Language Program in Taipei. Her work and studies in China have given her a new appreciation for the importance of language in foreign relations. "I think if every American who went to China went with the self-confidence to believe they can learn Chinese, our collective understanding of China and Chinese culture would increase drastically."



host country—and learning to speak that country's language—become the familiar and non-threatening face of their homeland. Over time, as hosts and guests rub elbows day in and day out, and as a web of cross-cultural relationships is formed, it becomes easier for both sides to recognize and acknowledge their shared humanity and more difficult to sustain fears and suspicions grounded in isolation and ignorance.

This is not a short-term project. Rather, it is one whose effects will be felt over years, decades, generations. The work being done today in student exchange between China and the US will gradually help acculturate the two nations to each other, a process that over time will lead

to expanding diplomatic, economic, and cultural ties. As Michelle Obama told a group of American and Chinese students at the Stanford Center at Peking University earlier this year, “studying abroad is about so much more than improving your own future. It’s also about shaping the future of your countries and of the world we all share. ... That’s why it is so important for young people like you to live and study in each other’s countries, because that’s how you develop that habit of cooperation. You do it by immersing yourself in one another’s culture, by learning each other’s stories, by getting past the stereotypes and misconceptions that too often divide us.”

The study of Mandarin in China should not be the preserve of an elite few, but rather an opportunity made broadly available to students regardless of background.

To date, China has been sending far more students to the US than the other way around. According to the Institute of International Education’s annual Open Doors survey, some 235,000 Chinese came to study at American colleges and universities in 2013 alone. By contrast, roughly 68,000 American students, from both high school and college, went to China between 2009–2012.

Clearly, much work needs to be done to increase the number of US students in China. That’s why the efforts of the 100,000 Strong Foundation, working across the country to expand both the number and diversity of Americans studying Mandarin and studying in China, are so important. The organization’s success in seeing 100,000 American students in China by 2014 sets the stage for an even greater number of students to take part in Chinese studies in the years ahead.

I would also argue that public colleges and universities like Hunter have a particular role to play in

ensuring that students traveling to China reflect the real face of America, in all its racial, ethnic, and economic diversity. The study of Mandarin in China should not be the preserve of an elite few, but rather an opportunity made broadly available to students regardless of background. This is a core issue for Hunter, which has students from 150 different countries, many of modest means and the first in their families to attend college. Our goal is to see that extraordinary diversity reflected in our Chinese language programs.

As a Chinese Flagship Center, Hunter is expected, going forward, to produce a growing stream of graduates fully prepared to pursue careers in which their knowledge of Mandarin and their familiarity with Chinese society will be put to good use. They may be international lawyers or political scientists or software engineers or translators or

### Universities with Chinese Language Flagship Programs

Arizona State University

Brigham Young University

Hunter College

Indiana University

San Francisco State University

University of Hawaii, Manoa

University of Minnesota

University of Mississippi

University of North Georgia

University of Oregon

University of Rhode Island

Western Kentucky University

architects. Whatever they do, they will contribute to the ongoing US-China dialogue that will be crucial to the mutual understanding, security, and prosperity of both nations in the decades ahead. They will also be in the enviable career position of being able to operate seamlessly in the world's two largest economies.

Finally, in speaking of the US and China, it is important to remember that the normalization of relations between the two began only 35 years ago. In many ways, our two nations are just beginning to get to know each other. As an educator, I believe that both nations can further that process by sending their young people to study in each other's countries, to learn each other's ways and to create an ever-growing web of connections that will help create and sustain a productive, bilateral relationship. ■

# FACES OF AMERICA: THE IMPORTANCE OF PEOPLE-TO-PEOPLE EXCHANGE

By Benjamin Brooks

## **Benjamin Brooks**

Benjamin Brooks is a student at the Edmund A. Walsh School of Foreign Service at Georgetown University. He is a 100,000 Strong Foundation Student Ambassador.

**BEFORE HIGH SCHOOL, I WOULD HAVE NEVER ENVISIONED MYSELF LIVING ANYWHERE OUTSIDE OF THE UNITED STATES, MUCH LESS STUDYING A LANGUAGE LIKE CHINESE. YET HERE I AM, WRITING THIS REFLECTION FROM MY DESK IN TAIPEI WHERE I AM STUDYING CHINESE. IN FACT, IT IS FAIRLY UNCOMMON TO SEE ANYONE OF MY DEMOGRAPHIC DOING SOMETHING REMOTELY SIMILAR.**

Coming from the Third Ward in Houston, Texas, a primarily low-income and African American neighborhood, my situation is somewhat anomalous. I was able to travel to foreign countries throughout Asia before I even graduated high school, paving the way for me to attend Georgetown University, a school known for its strong international studies program. I owe this all to my choice to study Chinese.

Learning Chinese has opened my eyes to the world beyond America's borders and has allowed me to understand the critical importance of the US-China relationship. Being from such an underrepresented demographic, I have often had to play the role of diplomat when traveling abroad, a role which I gladly accept. The opportunity allows me to represent a face of America that is rarely seen abroad. My experiences have convinced me that it is vitally important for

people-to-people exchange to continue to grow between China and the US, allowing us to learn the intricacies of the other's culture and thereby strengthening our future political relations.

Yet prior to attending high school, I was oblivious to the importance of our international community. On the contrary, my focus was directed much closer to home towards avoiding the negative external pressures surrounding me everyday: drug use, violence, and the lack of educational opportunities. At any age, exposure to such things is alarming, but to be exposed to them at such a young age added to the pressure I felt a need to conform and engage in these activities. However, my community not only imposed these pressures, it also revealed the consequences of conforming. Witnessing firsthand how drugs and lack of educational opportunity affected my community, I quickly realized that was not the future I wanted. This realization, along with the support of my family, pushed me to excel academically in an effort to not only realize the future I wanted for myself, but also be an example to all those other young people facing similar pressures on a daily basis.

My commitment to academic success led to my attendance at Houston Academy for International Studies, an early college high school with a focus on molding students into global citizens. Here is where my appreciation for language learning began. For some reason, despite its difficulty, I was drawn to Chinese. I remember having a hard time with the language initially but what kept bringing me back was the culture embedded within the characters. It sparked my interest. Soon I began looking for ways to travel to China.

When an opportunity finally came, I was the first to fill out and turn in an application to the Americans Promoting Study Abroad (APSA)

## 100K STUDENT AMBASSADOR PROFILE

### Byron Davis

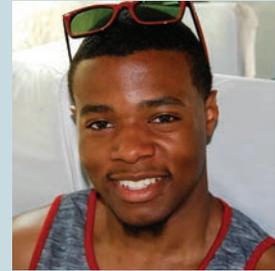
**SIGNATURE PARTNER:** Community Colleges for International Development (CCID)

**SCHOOL:** Central Piedmont Community College

**HOMETOWN:** Charlotte, NC

**AGE:** 23

Byron studied in China the summer of 2013 and again in 2014, traveling as far West as Xi'an and Chengdu. Interested in music production and management, Byron focused on learning the business culture of China. "Cultural exchange programs impact both countries by creating more jobs and showing how other countries handle business."



organization for a trip to Beijing. To my excitement, I was accepted and would be spending the summer in China. Although I had a strong interest in China and Chinese culture, I was only knowledgeable of a few traditions and celebrations. My knowledge of modern China, however, was limited to what I had heard by way of word of mouth.

My assumptions were far from reality. Through personal interactions with our Chinese program assistants, I quickly learned that my prior assumptions were wrong. While our concepts of government and governance might vary in measureable ways, ordinary Chinese people were far from what I had imagined. The differences I expected to encounter between our group of American and the Chinese students were purely imagined. They were very outspoken and were

not afraid to speak their mind, something I had never expected. We shared far more similarities than differences. From worldview to music taste, there was always something we could discuss, cementing long-lasting friendships.

The learning was by no means one-sided, however. The Chinese perception of the average American was confined to white, middle-class, suburban Americans. By our mere arrival, we flipped that misconception on its head. The APSA group was comprised of several African American students from various backgrounds, which shared a new perspective of America's ethnic and socioeconomic composition.

These learning experiences underline the importance of study abroad. There is real potential for enhanced mutual cultural understanding, both for those who travel abroad and the foreign citizens who receive them. The benefit of strong people-to-people relationships is twofold. Firstly, it provides our youth with a more balanced view of China, so that when they rise to positions of power, international cooperation grows less turbulent due to our mutual understanding. Secondly, these personal relationships have a ripple effect on broader public opinion. Negative propaganda, which has historically perpetuated conflict through criticizing the foreign "other," can no longer resonate as it once did. The "otherism" that legitimizes conflict starves without a ready supply of cultural misunderstandings and misconceptions on which to feed. Study abroad and cultural exchange is a vehicle through which these misunderstandings can be corrected, in turn reducing the probability of conflict or confrontation. This is especially important

for the US and China, as our two nations are the most powerful in the world. Cooperation is in the best interest of the entire global community.

I value my experience in Beijing more than any other academic experience thus far. It inspired both my career aspirations and my aspirations in life. Experiencing Chinese culture firsthand and learning the importance of China's rise supplied the motivation to continue studying Chinese. As a result, I am currently majoring in International Politics with a focus in Security Studies at Georgetown University in an effort to help work towards a more peaceful international community.

But my experience remains a relative anomaly. The youth in my community remain distracted and disenfranchised by their environment. My personal commitment to education is the only reason why my future is different from theirs. Therefore, I made it a personal goal to help, in any way I can, inspire these students to achieve academically, so that they too can pursue their interests. I regularly visit my former high school to speak with students, encouraging them to focus on their studies. Study abroad is my mantra.

In the years to come, I will continue to give back to my country and to all the places I have visited. My experience is unique. But through initiatives like 100,000 Strong, I hope someday soon it will be the norm. We can work to broaden the American narrative and in turn, show the world the true faces of America. ■

The Chinese perception of the average American was confined to white, middle-class, suburban Americans. By our mere arrival, we flipped that misconception on its head.

international cooperation grows less turbulent due to our mutual understanding. Secondly, these personal relationships have a ripple effect on broader public opinion. Negative propaganda, which has historically perpetuated conflict through criticizing the foreign "other," can no longer resonate as it once did. The "otherism" that legitimizes conflict starves without a ready supply of cultural misunderstandings and misconceptions on which to feed. Study abroad and cultural exchange is a vehicle through which these misunderstandings can be corrected, in turn reducing the probability of conflict or confrontation. This is especially important

# THE GLOBAL CITIZEN: HOW PERSONAL DIPLOMACY IS BECOMING PUBLIC DIPLOMACY

By Jarlene Choy

## Jarlene Choy

Jarlene Choy is the West Coast Recruiting Manager for Teach for China. She is a 100,000 Strong Foundation Student Ambassador.

**IN THE SUMMER OF 2011, I MADE A PIVOTAL LIFE CHOICE: I DECIDED TO MOVE TO YUNNAN, THE SOUTHWESTERN-MOST PROVINCE OF CHINA, AND SPEND THE NEXT TWO YEARS OF MY LIFE TEACHING ENGLISH TO MIDDLE SCHOOL STUDENTS AS A TEACH FOR CHINA FELLOW.**

My new home was Heqing, Dali, an under-resourced, rural community whose center was a town surrounded by mountains, tobacco fields, and minority villages.

As a Chinese-American with a working knowledge of Mandarin, a degree in International Relations, and prior experience abroad, I thought I already possessed strong cross-cultural communication skills. My students in Heqing soon taught me that I still had much to learn - about myself, about Chinese society, about the rural-urban divide there, and about mentoring youth, educational equality, and life.

But my China story begins back in 2009, when I was working and rubbing shoulders with diplomats at the US Consulate in Guangzhou. During a public outreach trip as part of my internship, I remember meeting Ming. Ming was a journalism student at Shantou University. He had never studied abroad but spoke impeccable English, perhaps owing to his impressive habit of reading the New York Times everyday. He was the first person to tell me about Teach For China.

## 100K STUDENT AMBASSADOR PROFILE

**Jon Wright**

SIGNATURE PARTNER: School Year Abroad (SYA)

SCHOOL: BNU High School #2

CITY OF RESIDENCE: Oakton, VA

AGE: 17

Jon is spending the 2014–2015 school year directly enrolled in a Beijing high school through SYA. Jon says his unique program has allowed him to experience China more like a local would rather than as a “passing tourist.”

“My communication skills have grown by leaps and bounds, strengthening the personal relationships I have been able to build.”



When I finished my stint at the consulate and began considering my post-graduation options, I felt compelled to continue the dialogs started with the many people I met while in China. I wanted to return and to experience China as a college graduate, not as a college intern shielded in the expat compound. Meanwhile, the thought of joining Teach for China seemed to creep ever further forward in my mind.

I decided to stay in China working as a teacher at a private school in Guangzhou. During my tenure there, I learned that compared to the US, there are relatively few opportunities for Chinese youth to engage in volunteerism. While still teaching at the school, I created a program for my students to tutor children of local migrant workers. As products of the one-child policy, many of my students soon discovered the joy and privilege of becoming an older “brother” or older “sister” while mentoring their partners. A few years later, Katherine, one of

my students, wrote me a letter from her college in Canada: “Teacher, thank you for providing me with my first meaningful opportunity to do volunteer work. That experience has stayed with me and now at college, I continue to seek ways to serve the community.”

After a year working with these private school students, I finally decided to join other quixotic Chinese and American graduates working with Teach for China to provide better educational opportunities to less-privileged rural Chinese youth. That is how I found myself teaching Class 73 in Heqing. Or rather, as I soon learned, being schooled in life by these very same students, who knew far more than I did about hardship and survival.

With my colorful, hand-drawn poster of the classroom values we had voted on—self-discipline, honesty, self-confidence, hard-work, team work—I set out to lead my students to academic and personal success. I thought the same teaching methods I had experienced as a student, mainly interactive activities and positive reinforcement, would translate well to this new environment. I had assumed they would embrace the joys of learning English, especially if it went along with my outgoing American demeanor.

Little did I understand the meaning of being grounded in context. Democratic rule-making created near chaos and my “honesty at all times” class policy, and the subsequent class discussion on what this meant, still lead to rampant cheating on exams. When students defied my authority, my hotheaded reactions showed just how much I still had to learn. When I encouraged students to raise their hands to answer questions for team points, my prompts were meant with silence. Confused and discouraged, I sought my Chinese colleagues for advice.

A local, Sun Yan, quickly became my mentor and confidante. With a contagious exuberance,

she was one of the students' most beloved teachers. Not only did her students consistently score the highest in English tests, her classroom was always deemed the cleanest—the mark of well-taught students. These accolades were due to Sun Yan's sincere methods that emphasized not only academic excellence but also character-building. Observing her and other local teachers' classes, I learned that there is validity in both Chinese and American pedagogy.

Outspoken and open to new ways of thinking, Sun Yan was often in conflict with the new school leadership. Her unorthodox methods placed her at the center of public criticism more than once. Despite the pressure she received from her superiors; however, she still continued to teach her students with whole-hearted passion. She once told me, ““You're lucky that you can leave this place whenever you want and go back to your country, but I cannot. It's not that easy for us.” The privilege of teaching in a small village, and the weighty responsibility that comes with it, echoed through her words. Those words still resonate with me whenever I board a plane.

Another one of my colleagues, Liu Xinwei, showed me when to “educate” and when to listen to my students. When one particular student, Simon, did not attend class for a whole week, Xinwei accompanied me on a two-hour bumpy bus ride to visit Simon in his village. Xinwei, like an older brother, asked Simon why he decided to drop out of seventh grade, listened attentively to his mumbled reply, and then translated from the local dialect. Simon was ranked 50th out of my class of 60 students and probably would not test into high school. With both of his parents doing migrant work away from home, Simon wanted to use his sturdy build to earn money doing construction work.

When Simon's uncle eventually brought him back to school, I encouraged Simon to apply for a class

job. As the fastest sprinter in Class 73, he applied to be the Materials Manager who was responsible for collecting and distributing notebooks every day. On one of our walks back to the office, he was enticed by a military history book on Xinwei's shelf. Simon borrowed the book and devoured it in days. As long as he stayed in school and kept chatting with me about Red Guards and his weekends riding motorcycles, I felt reassured that he would continue to develop both emotionally and intellectually alongside his peers in a safer, more promising environment.

Although I have already settled back into my life in America, I still think about my students, like Simon, and the friends I made in China, like Sun Yan, and the challenges we faced together. But just as often, I read the world news and I worry about their future and our shared future.

Caring about what happens in China and to Chinese people is not a choice I can make anymore. I have spent two years watching my students experience the growing pains of adolescence, befriended their parents, cooked and shared meals with them in their homes, laughed and cried. Our lives are so inextricably intertwined now that whatever happens in China, to my friends and family there, and between our countries, will affect me deeply and personally.

As a young American with almost four years of experience in China, I will continue to devote my career to promoting deep and meaningful cross-cultural exchange and understanding between the US and China. You become attached to the people you grow to understand and appreciate, to the people who let you into their lives. As a result of this experience, US-China relations ceased to be just another news headline, it became a personal responsibility. This privilege enables one to continue friendships and conversations with the Chinese people now considered friends and family. ■

THE 100,000 STRONG FOUNDATION SIGNATURE PARTNERS



# 100|K

## S T R O N G

The 100,000 Strong Foundation is an independent, bipartisan non-profit organization housed at the American University in Washington, DC. The Foundation is an offshoot of the Obama Administration's "100,000 Strong Initiative," which seeks to realize President Barack Obama's call for 100,000 Americans to study in China by the end of 2014.

Our mission is to strengthen US-China relations through Mandarin language learning and study abroad. The Foundation is leading a national movement to ensure that the next generation of Americans is equipped to engage effectively with China.

We invest in strategic partnerships at the state and local level, and mobilize a robust group of student ambassadors to promote the Foundation's mission at the grassroots level. The Foundation is funded through the generous donations of private sector organizations.

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