Hello
大家好

I have been in Flagship for four years and I have been the editor of the newsletter for three of them. This program has taken up countless hours and days and weeks of my life and now I wish it wouldn’t end.

If you will allow me to get sappy for a moment; this program made me who I am today. This is not an exaggeration or a mere figure of speech, it is just the truth. I am someone who is more confident in my abilities to speak not only Chinese, but also to articulate what I want in English. I can connect to people and face bigger problems head on. That's what studying abroad did for me, but what the University of Oregon Flagship Program did for me was much much bigger. The teachers I had from day one have helped teach and motivate me till the end, the tutors became friends, the friends became family. Anyone can study abroad, but to do it through the University of Oregon Chinese Flagship is an entirely different experience. The community not only make studying abroad better; it will make the experiences after so much more meaningful.

This is my last time editing this newsletter, my last year in Flagship and my last year at UO. I will always remember fondly the hours spent on Banzhang planning events or fighting to keep the program funded, the time spent studying or working on group projects, the teachers and tutors that supported me and the coordinators that made it all happen.

Thank you everyone, from the bottom of my heart.

Carol Kress

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Carol Kress
CAMPUS EVENTS

中文学科领航项目的学生不断背诵生词、写论文、练习手写并与导师学习。我们的班长（学生领导团队）每个学期计划并举办多个活动，以便学生可以放松、与其他领航同学们和导师交朋友，最重要的是，吃点美食！

这些活动使学生能够加强他们的联系，并通过文化交流、麻将排队和社区活动来了解更多关于现代中国文化的知识！

这些友谊可以帮助学生彼此联系，并建立远不止领航项目的关系。
Every year, the University of Oregon Students gather to celebrate the end of the year, eat with classmates and friends, and recognize the hard work of the students and the teachers.

This year, despite being physically separated, the event went on and students and teachers alike were able to connect with each other over Zoom for the University of Oregon Chinese Flagship’s first-ever virtual colloquium.

Every year, a number of students are honored for their hard work and dedication.

The following students were recognized this year:

发奋图强奖
Diligence and Dedication Award

Erin Feebeck
Ella Gilbertson
Sydney Ozmat
Vanessa Nobles
Navon Encarnacion
Zoe Kinder
Katie Kwan
Maya Ordway
Quinn Kelly
Clara Debroux-Sittler
Charis Odell
Kaytilin Yuswardy

力争上游奖
Fearless Interlocutor Award

Ewan Armstrong
Wyll Werts
Sydney Ozmat
Chester Mantel

运筹帷幄奖
Creative Leadership Award

Emily Ma
Kieran Rooney

敏而好学奖
Creative Learning Award

McCall Delaney
Matthew Easton
Dylan Armstrong
Kevin Iriawan

持之以恒奖
Steady Progress Award

Ben Hardy
Kieran Rooney
Sophia Bird
Stephanie Loop
Maia Lance
Kathryn Paulus

文采飞扬奖
Brilliant Writing Award

Ziru Bolen
Aria Chen
Sydney Ozmat
Amber Throp
Evelyn Woo

每年，俄勒冈大学的学生都会齐聚一堂庆祝年底，与同学和朋友一起吃饭，并表彰学生和老师的辛勤工作。

今年，尽管彼此分开，但活动仍在继续，学生和老师都可以通过ZOOM相互联系，参加俄勒冈大学中文领航项目的首次虚拟座谈会。
CET: 北京

LOCATION: CAPITAL NORMAL UNIVERSITY, BEIJING
ESTIMATED COST: $11,380
DURATION: EIGHT WEEKS
LEVELS OF CHINESE OFFERED: FIRST YEAR - FIFTH YEAR
HOUSING: DORM WITH A CHINESE ROOMMATE

ICLP: 台湾

LOCATION: NATIONAL TAIWAN UNIVERSITY, TAIPEI
ESTIMATED COST: $11,490
DURATION: NINE WEEKS
LEVELS OF CHINESE OFFERED: FIRST YEAR - FIFTH YEAR
HOUSING: DORM WITH A CHINESE ROOMMATE

CIEE: 上海

LOCATION: EAST CHINA NORMAL UNIVERSITY, SHANGHAI
ESTIMATED COST: $11,540
DURATION: EIGHT WEEKS
LEVELS OF CHINESE OFFERED: FIRST YEAR - FIFTH YEAR
HOUSING: DORM WITH A CHINESE ROOMMATE

PIB: 北京

LOCATION: BEIJING NORMAL UNIVERSITY, BEIJING
ESTIMATED COST: $10,915
DURATION: EIGHT WEEKS
LEVELS OF CHINESE OFFERED: SECOND YEAR - FIFTH YEAR
HOUSING: DORM WITH A CHINESE ROOMMATE OR HOMESTAY
在新冠疫情的时代如何学好语言呢？

目前，在新冠疫情的笼罩下，中文领航项目的学生面临着充满不确定性的留学计划，虽然前方迷雾重重，但他们仍然保持着认真努力的态度来学习中文。

与往期一致，在2020年春季学期，陈慰君担任中文439与中文445的老师，而朱林老师为助教。虽然目前全球的情况形势严峻，但两位老师仍然保持乐观的态度。将通常以面对面形式进行的中文课搬到网上，显然会面临诸多挑战，但凡事有利有弊。

那么使用Zoom，这一新兴的授课方式来教中文是否能够替代传统的面对面中文课呢？

语言课和其他课程截然不同，它所依靠的是通过交流与合作来学习语言。中文课也不例外，学生互相交流的机会对于学习中文来说至关重要。Zoom的网上课比不上面对面的课程。此外，陈老师认为，上网课并没有上课的感觉。

从另一个角度来看，这种上课的方式也拥有它独特的优点。比如，上课更加便捷，不需要出门开车到学校。其次，两位老师经常会使用Breakout Room的功能来给学生互相讨论的机会，从而练习中文口语能力。值得提的是，Zoom的Chat功能可以让学生更好地参加讨论、造句等活动，因为打字比手写快。

线上课程的难度取决于上的是哪一门课。比如，中文439集中于写作，因此两位老师觉得通过Zoom上网课更加容易。反之，中文399（Capstone Prep/Domain Training）要求学生做每月的报告。陈老师认为通过Zoom上网课，学生的报告很容易超过指定的时间范围，所以以报告为主的课程上网课就不合适。除此外，陈老师也表示师生比例越少，教线上课程就越容易。

其中，最重要的可变因素是学生，有的学生特别善于网课的自由和柔韧性，有的学生则更喜欢正式上课的形式。在如今不确定的社会情况下，虽然课堂教法和学生都一样，只是所短，寸有所长。一言以蔽之，虽然目前的新闻可能令人不知所措，但只要学生和老师同心协力，怀有希望并且保持积极向上的态度，没有什么（包含学好中文）是做不到的。
Carol Kress, Joanna Pon, Ellie Yeo, Ziru Bolen, Feiran Chen and Adam Knox-Warsaw (Fall 2020 Cohort)

For Carol Kress (Journalism 2020), Capstone was officially over on May 27th, 2020 when two boxes from China arrived on the front porch of her San Diego home. The packages held the last of her items that had been left in China over four months prior. Had Covid-19 not happened, Carol would have participated in a long-anticipated internship at Shanghai Daily, gone out on weekends with her friends to sing Karaoke, traveled the country and eaten lots and lots of hot pot.

The wrench thrown into her plans of a spring in Shanghai was not sudden, in fact news of the new Coronavirus had been spreading around China since December, when the first few cases in Wuhan made the news. At that time everyone thought it was a resurgence of SARS, the disease that had wreaked havoc on China and the surrounding countries in 2003. Like SARS, the new Coronavirus was a respiratory infection, however unlike SARS, this new virus seemed to be more deadly and spread faster.

Carol’s cohort, still in Nanjing China participating in the first half of their study abroad, would often discuss the new virus spreading through Hunan and Hubei provinces. It was a topic debated with tutors and classmates, but it wasn’t taken very seriously. In Carol’s final Oral Proficiency Interview, she even discussed with the proctor what she would do if the virus got worse, at that time it was a purely hypothetical thought exercise. She said that had she been a city leader in Wuhan, she would shut down the city, build new hospitals, and restrict movement.

Then, seemingly overnight, the virus became a much bigger deal. The city shut down, a new hospital was being constructed, and movement had been restricted. That’s when the panic started to seep in.

The previous cohort who left for China in Spring of 2019 was able to finish their whole year. They left China in December, when Covid-19 was just a tidbit of news from Wuhan. Spring cohorts are usually small, this time only three people from the University of Oregon participated, Sharon Ma (General Science and Chinese 2020), Victoria Kwang (Economics and Chinese 2020) and Erik Hancock.

CAPSTONE: INTERRUPTED

The story of three students who completed their year abroad and six who didn’t
Hancock (Chinese 2020). The three of them interned in Shenzhen together also, mostly doing work in global marketing and branding. Their internships involved lots of translation work and event planning.

While the main point of going to capstone is to study Chinese, get professional experience in the workforce and advance deep cultural and historical understanding, for most Capstone students the parts of the program that stand out are not the times spent in class or the time spent interning. The parts that stand out are the times spent outside of class or work.

Being able to live in China and all the highs and lows that came with that is what leaves an impression. Erik remembers going to Kunming in Yunnan and being able to experience some of the Minority groups in China, eating spicy hot pot in Chongqing and celebrating the holidays with local friends. For Sharon, being able to live with classmates, traveling together and studying together was a highlight. The bonds formed through the struggles of surviving in a foreign country are unique and irreplaceable.

For most students participating in Capstone, this is the first time they have had to deal with the daily minutiae of life in China. Things like using Chinese to negotiate an apartment contract, get a bank account, deal with flight cancellations or set up a phone card are challenges faced by most Capstone students. It’s all worth it though when the students find a favorite food stall to get steamed buns before class, the bar that has the best deal for beer, or the lake they can walk around at night.

While the Nanjing Center staff offers some support, the students must take the lead, confronting their insecurities and improving in the language much faster than any amount of time in class could. Students have to get job interviews, take classes at Nanjing University, befriend Chinese peers, and talk about their struggles with the professors. For most of the students, they were the only foreigner in a class full of Chinese students.

It is the act of pushing students out of their comfort zones and forcing them to confront the successes and failures of their language ability that makes Capstone special.

That’s also what made the time right before leaving China so surreal. This was a problem that no amount of language could resolve. There was a big scary disease and the students still in China had been caught in the middle.

Carol spent her last week in Shanghai, staying in the apartment she would have lived in during her internship. Despite not leaving the fourth-floor apartment, signs that things were not quite right seeped into everyday life. They were seen in the piece of paper taped to the door of her building telling people what to do if they felt like they might have symptoms, they were in the panic at the grocery store as people pushed each other out of the way for frozen dumplings, they were in the empty instant ramen isles and the “No more Face Mask” signs.

It was the longest week of Carol’s life. She stayed in her apartment, furiously refreshing the news and keeping the light on to ward off anxieties. Most of her stuff was in Nanjing, patiently waiting for her to return to pack it up and move.

Then the email came, the one from their program directors telling all the students to get back to America as soon as possible, the deadline was February 5th, about a week away. The first time she had left her apartment in over a week was to go to the airport. Carol didn’t relax until the flight took off. Didn’t sleep until she was in her own bed. The fact that her Capstone year had turned into Capstone Six months didn’t even strike her until her things arrived from China.

While it is still not possible for Capstone to resume as planned Fall 2020, students are able to participate in “online capstone” where they take classes online in the fall and have extra hours of one on one tutoring and support. Starting spring 2021, students can then find internships in Taiwan for the second half of Capstone.
WHERE ARE THEY NOW?

After graduation, University of Oregon Chinese Flagship alumni disperse throughout the nation and the globe, pursuing higher education or careers in a variety of fields.

While most choose to stay state-side, there are still a number of ducks who return to China or go elsewhere abroad for work or study.

Here are some of the places University of Oregon Chinese Flagship Alumni have gone and what they are doing.

毕业后, 俄勒冈大学中文领航项目校友遍布全国乃至全球, 在各个领域追求高等教育或职业。

尽管大多数人选择留在美国, 但仍有许多鸭子返回中国或出国工作或学习。以下是俄勒冈大学中文领航项目校友去的一些地方以及他们正在做什么。
Habberstad is creating connections between the past and present. When China first unified, it was a period of beginnings, Habberstad said it was “a time when everything was up for grabs and people were trying to figure out who they are and where they are headed.” There was a sense of uncertainty not unlike the uncertainty facing America in the 21st century.

The debate in China could be considered one of the world’s first debates on environmental sustainability, discussing whether or not to limit the government or human action in the natural world. The questions like “what are we going to do [about climate change]”, “How are we going to deal with these problems?”, and “how do we break the cycle [of environmental problems]?” transcend time. The same questions asked in ancient Chinese debates are brought up in modern America. The concerns and issues faced are as cyclical as the water cycle or the physical damage caused by trying to control the flow and collection of water.

Habberstad hopes to be able to return to China in the future and do more on-the-ground research. Aside from talking directly with architects and scholars, Habberstad also plans to visit old dams in Sichuan, ancient infrastructure in Ganhua and travel up the Yangtze River.

The idea of patterns, culture, civilization and language are ever-present in Habberstad’s research and in the classes he teaches. “One thing I always teach is the Chinese word, 文(wen).” 文 in modern Chinese means culture or civilization, before the Han Dynasty it primarily meant pattern. For Habberstad, 文, represents the connection between culture and language.
TEACHING BEYOND THE LANGUAGE

While learning a language, it’s easy to get caught up in the mechanics of it, the vocab, the grammar, for Chinese it could mean writing the character 餐 (as in 餐厅 as in dining hall) over and over again until you finally remember all the little parts that go into the whole. This approach, while necessary in some extent, cannot be the only approach to learning. For example, The University of Oregon Professor Alison Groppe learned Chinese by studying translations of famous works and comparing them to the originals. Now, she teaches Chinese literature and film to help connect students to the culture in a broader context and meeting them at their linguistic level.

Learning a language cannot be one-directional, for Chinese, in order to understand the hundreds of idioms and phrases you have to understand the story or history behind them. In order to be truly fluent in a language, you have to understand the people that speak it and the many contexts and minutiae of it. That’s why studying abroad is so important, that’s why learning history and culture is mandatory in order to successfully learn Chinese.

For Professor Groppe, learning the culture goes deeper than just being able to understand idioms and common phrases, it is an avenue for connection. She said, “literature and film make us think about being human,” and for non-native learners of Chinese, film and literature can convey the nuances of being human in a different context. Not only that, it is useful in starting a dialogue, firstly between the media and the consumer (reader of a text or watcher of a film) and secondly, between two consumers of the same media. That connection is what her classes on film and literature like to foster.

Groppe believes that we, as humans, are always pursuing connection. Studying Chinese literature and film “Opened my eyes to a whole new world of intellectual thought” she said. For example, she started studying the translations of works by prolific Chinese author, Lu Xun (鲁迅) and as her Chinese improved she was able to compare the translations to the original text.

This type of learning fosters curiosity and forces students to expose themselves to a new range of critical thinking. It’s also important for students to be able to learn in ways they understand. A first year learner of Chinese might not be able to watch a film like Yellow Earth (dir. Chen Kaige) and understand what’s going on without subtitles but given the opportunity they can understand the themes and history in the film.

In the wake of Covid-19, Groppe has had to adapt her classes to be online, trying to balance a need to remain accessible for students in all time zones while still fostering the communication and the conversation about the text and films being discussed, by using pre-recorded lectures, having relaxed due dates and holding office hours for students to come and talk to her. Groppe hopes that she can still offer a similar student experience to in-person class, while taking into account the hardships her students might be going through.
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AND THANK YOU TO ALL THE TEACHERS, TUTORS, COORDINATORS, AND CLASSMATES THAT MAKE UNIVERSITY OF OREGON'S CHINESE FLAGSHIP PROGRAM 独一无二, 空间绝后。
下次见!