

**Social Research Report on Australian Studies  
in Chinese Universities**

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## **Acknowledgments**

This is the first time for us the students to carry out a nation-wide research. During the research we have received a great lot of help, without which we cannot successfully finish our work. Here we would like to express our sincere gratitude for them: firstly and above all, we would like to express our gratitude for the Australia-China Council, since without their funding support it would be hardly possible for us to carry out the research; then we would like to express our gratitude for the professors and scholars we have interviewed, for without their kind help and consideration it would not be possible for us to carry on and finish the research; and lastly but not the least we would express our endless gratitude for our dear professors in the Australian Studies Center of Beijing Foreign Studies University, for without their hearty help and instructions there would be no this research.

## Chapter I . Introduction

As graduate students majoring in Australian Studies, since we entered Beijing Foreign Studies University (BFSU), we have been anxious to know the history and development of Australian Studies in Chinese academic field, especially in different universities, for unlike British Studies or American Studies which have gained comparatively much attention, Australian studies is a rather new and non-mainstream studies in Chinese academic field. These two countries, China and Australia, used to have little contact with each other due to political or geographic reasons. But with the economic and social development, especially with the reform and opening up policy, China began to cast her eyes on outside world and began to fill in the gap of Australian Studies. As H.E. Ambassador Nie Gongcheng writes in his article *The Present State of Sino-Australia Relations*, contact between Chinese and Australians can be traced back many years in history. However, no substantial development of relations between the two countries could compare with those that have taken place since 1972 when the two countries set up formal diplomatic relations, especially since 1979 when China began to adopt the opening up policy. Today Australia is no longer a remote and strange country in the eyes of the Chinese, nor do Australians regard China as a “terrible potential threat” any more. On the contrary, exchanges in the economic, trade and cultural fields and interflow of personnel between the two countries are growing. On the other hand, Australia, because of its special geographic position, after World War II, began to realize the importance of its relationship with Asian-Pacific countries, especially China, the largest country in Asia. Just as Chancellor of Griffith University, Sir Allan Sewell, said in a speech, “ We realize that a country with China’s potential and in its location can, now or in the future, affect Australia in many ways, especially politically, strategically, commercially and culturally. There are few international relations of greater present or potential importance to Australia”.

With the growing Sino-Australia interaction and cooperation, many comprehensive universities have listed Australian Studies as one of the majors. According to Professor Yu Zhiyuan's introduction (Prof. Yu is one of the founders of the Australian Studies Center in BFSU), Australian Studies in Chinese universities started from the 1960s when Nankai University established the first Australian Studies Center to do research on Australian economics. But only after 1979 when the first "9 people group" ("Gang of Nine", as is usually called) came back after finishing their study in Australia and founded the Australian Studies Centers in different regions of China did the Australian studies in Chinese universities begin to develop into nation-wide. The Center in BFSU was set up in 1983 and began to recruit postgraduates from 1986 with the courses ranging from Australian culture, history, literature, politics, to sociology, etc. Then was the Center in East China Normal University (ECNU), founded in 1985, the Center in Zhejiang University, founded in 1986, etc. Now there are around 17 Australian Studies centers altogether in China. With the financial support of Australia-China Council (the ACC), from 1988, an international conference on Australian studies hosted by different Centers has been held every two years. At the conference, professors and students from each Center will exchange their ideas and achievements in Australian studies.

However, except for the conference held every two years, the communications between the Centers are not enough, and we can hardly find information about the development of Australian studies in Chinese universities as a whole. Therefore, we had been longing for such research for a long time. However, since it is really a time-consuming and expensive work which requires sufficient energy, fund and cooperation, we hadn't decided to conduct this job until we saw the competitive project program announcement sponsored by Australia-China Council on the internet, for, if we could win the funding support from the ACC, we would be able to conduct the research. We immediately sent out the application form of the project "Australian Studies in Chinese Universities" in e-mail to Australia-China Council in October 2001, and fortunately got their permission and support in March 2002. With the fund of

6,000 Australian dollars provided by the ACC, we were eventually able to conduct this research project.

Since no one has ever explored this topic before, or maybe someone has conducted it, but we do not know, it is an exploratory research. Our purpose is to cast a brick to attract jade—to attract more attention to Australian Studies as well as to report to Australia-China Council how Australian Studies program has been carried out with or without their financial support. This research has great significance both to China and to Australia. It can improve the communications and cooperation among Australian Studies Centers located in different regions of China, enhance the curricula arrangement, rationalize the financial allocation provided by Australia-China Council, make Australians aware of their image in the eyes of Chinese universities' professors and students, and at a large, promote the economical and cultural changes between the two countries.

Since Australian Studies are comparatively new in China, and compared with other traditional majors, have not been paid much attention to, we want to know, if the Studies have got certain development in every aspect in all Australian Studies Centers of China after more than 10 years' development. Our key research question therefore is: How comprehensively are the academic interests of Australian Studies in Chinese universities?

## **Chapter II. Methodology**

The research comprises of two parts: library research in the National Library of China (Beijing) and field work in the Australian Studies centers of various universities. The library research had been finished by the end of May 2002, where we had read the abstract of almost every book on Australia either written or translated by Chinese

authors. We are pleased to find out that later the number of the books about Australia has been increasing dramatically. But due to time limitation, we haven't conducted a further research on the new books. For the field work in various centers, we used both the semi-structured interview and questionnaire (structured interview) as the methods. In order to ensure the largest reliability and validity, we preferred to go to all the Australian Studies centers in Chinese universities, but in fact, it was impossible, for there are about 17 such centers located in different regions of China, and we did not have enough time or money to go to every center; or we would rather use the multi-stage sampling—to choose one Center from each part of China (East China, West China, etc.), but it was unpractical either, since China is so large that we did not have enough time to travel from one region to another. The sampling size we actually used is purposive sampling. We could only choose those Centers with introductions and the names and phone numbers of teachers in charge on the internet, otherwise we would run the risk that nobody receives us. And considering that we could only spend around ¥20,000 RMB and one week on the field work (according to BFSU's regulations), we had to choose those universities not too far away from each other and with convenient railway transportation. As we have only 5 members in this group, we chose the following 6 Centers as the first group of objectives. They are the Centers in East China Normal University (Shanghai), Nanjing University (Jiangsu province), Suzhou University (Jiangsu province), Zhejiang University (Zhejiang province), Zhongshan University (Guangdong province) and Beijing Foreign Studies University. Besides the fact that these Centers are qualified for the above requirements, they are also well known in China, and these Centers have also developed into a certain scale according to their introductions. But when we contacted the Australian Studies Center of Nanjing University, we were told that all the teachers in charge had gone abroad, so nobody could receive us or be interviewed. There were also problems with the Center of Zhongshan University. The teachers in charge said that they were quite busy in that semester, and asked us to postpone the field survey to the next semester. But it would delay our program study, so we decided to interview the Center of Zhongshan University and some other universities attending the 8<sup>th</sup> International Conference on

Australian Studies held in November 2002. Consequently, we had to give up these 2 Centers and replaced them with the Centers of Anhui University (Anhui province) and Nankai University (Tianjin) because these two Centers were established quite early and have done a lot of work in the areas of Australian literature and economics respectively. At the 8<sup>th</sup> International Conference on Australian Studies, we interviewed the professors in charge of Australian Studies centers of Zhongshan University and Xiamen University, and the representative students from Beijing University and Renmin University. After we came back to Beijing, we interviewed the professors in charge of the Australian Studies centers of Beijing University and Renmin University, because although the two Centers were established relatively late, they develop fast and have carried out noticeable activities. We also interviewed Chinese Academy of Social Sciences and Qinghua University according to the suggestion of ACC. We knew that our sampling method may undermine the reliability and validity, but we tried our test to make it reliable and valid to the most degree.

Before we did the fieldwork, first, we contacted each Center to get their consent and make sure that we could interview one or two professors who are familiar with the development of Australian studies in their university. (the questions are in attachments). Then we told them we would randomly select 15 students to do the questionnaire (Questionnaire is also in attachments). The purpose of the questionnaire is to know the degree of Chinese students' understanding of Australian society in each aspect. We chose Anhui University, East China Normal University, Nankai University, Suzhou University, Zhejiang University, and Beijing Foreign Studies University to hand out the questionnaires because the Australian studies in these universities conduct quite well. We thought that college students should know more about Australia since they are well educated and they (especially English majors) are more available to information. The questionnaires may not include everything important, and from our survey, we can only get a very rough idea about people's knowledge and opinion toward this country. However, it is a good attempt to know the knowledge of the people of a country to a very different country.

In order to make use of the limited money in the most scientific way and to avoid personal prejudice to the most extent, we decided to do the fieldwork in two groups: Cai Hongxia and Meng Yuhuan are in one group, Hu Jianqiao, Zhang Chunyan, and Zhou Dujuan are in another. The professors we interviewed are as follow: Chenhong and Houminyue (Director and vice-director respectively of the Australian Studies Center of East China Normal University); Chen Zhengfa and Ma Zuyi (respectively the present Director and former Director of Australian Studies Center in Anhui University); Fang Hong, Wang Guofu, and Wang Labao (Prof.Wang Guofu is the former director of the Australian Studies Center of Suzhou University and now is Prof. Wang Labao); Hu Wenzhong, Yu Zhiyuan and Li Youwen (Prof. Hu Wenzhong is the former Director of Australian Studies Center of Beijing Foreign Studies University and now is Prof. Li Youwen); Hu Zhuanglin ( Director of the Australian Studies Center of Beijing University), Liu Dianqiu (Director of the Australian Studies Center of Qinghua University), Liu Fande (professor of the Chinese Academy of Social Sciences), Tang Zhengqiu (Director of the Australian Studies Center of Zhongshan University), Wei Songshou (Director of the Australian Studies Center of Xiamen University), Zhang Yongxian (Director of the Australian Studies Center of Renmin University), Zhu Jiongqiang (Director of Australian Studies Center in Zhejiang University), , Yin Ruxiang (former Director of Asia-Pacific Economy Studies Center of Nankai University).

### **Chapter III. Findings**

This part consists of four sections including:

1. Interviews on Professors of 11 Universities and Chinese Academy of Social Sciences (please refer to annex 6 for interview questions)
2. Questionnaire (please refer to annex 4 for table and annex 5 for questionnaire)

3. Library Research in the National Library of China
4. Publications, Activities and Present Situations of Each Center (please refer to Annex 1, 2, 3)

## **1. Interviews on Professors of 11 Universities and Chinese Academy of Social Sciences**

### **Anhui University**

Established in 1979, the Oceania Literature Research Center in Anhui University is one of the earliest Australian Studies centers in China. It focuses its attention on Australian literature and contributed a lot in the aspect of dictionary compiling and translation that can be shown through its publications.

The Center only delivers the Australian literature as the optional course for graduate students because it has no teaching staff to deliver courses in other areas and students have little interest, either; also the university's authority thinks that Australian studies is not so important as other majors, and do not intend to pay teachers' lecture fee on the courses of Australian studies in other areas. Another problem is that the teachers are too busy with teaching because of the shortage of teaching staff; therefore they don't have enough time or energy to do the research work or to conduct relevant activities. But the Center considers delivering cultural courses that is related to literature. The Center does not have Australian Studies major for graduate students because the students who enter into the universities cannot decide on their major until at least one and a half years later when they begin to think about their graduate thesis.

When asked about the fund for the Center, Professor Chen (Zhengfa) thinks that the fund from ACC is enough for them to cover almost all aspects for the operation of the Center, but they have no extra money to conduct more activities. They hope to get more financial help to conduct activities.

## **Beijing University**

The Australian Studies Center of Beijing University has been established as an independent institution in the University. Ever since its set-up, the center has been trying to encourage and organize the staff from various schools to go into Australian studies and to develop courses for the undergraduates as well as for the graduates.

When asked about the Australian studies in China now, Prof. Hu (Zhuanglin), the director of the Center, thinks that there has been a tendency to reduce the studies on Australian literature and to put more attention to Australian education, economy, laws, and environmental protection, etc. This is reasonable, he says, the studies on Australian literature should continue, but should not take up so much attention as before, and there are other areas like the above-mentioned which are worthwhile doing so.

In order to make the Australian studies to develop further, co-ordination among the centers, according to Prof. Hu, is necessary, and the centers that have a longer history such as the Center of BFSU and the Center of ECNU should pay some attention to the newly-established ones. Prof. Hu also hopes that ACC, when judging the work done by each center, could take the fact into consideration that each center, especially the newly-established ones, does not have the same basis, hence the expectations not being the same.

Fund again is a big problem, and the Center thinks they have to admit that without enough fund they cannot attract enough human resources to carry on the studies and many programs cannot be carried out. The financial support from the ACC is quite important but not sufficient, and many scholars are not good at getting investment in their studies, which is the real problem that they have to think about.

## **East China Normal University (ECNU)**

As one of the earliest-established centers, the Australian Studies Center of ECNU started from the studies on Australian literature, and now has extended its attention into other areas like history, culture, education, and foreign relations, etc. As for the future plan, the Center has decided to put more efforts on teaching, i.e., trying to offer more courses on Australian studies for students; meanwhile devoting quite an amount of time to academic research.

Considering the Australian studies in China academic at present and in the future, Prof. Chen (Hong) and Prof. Hou (Minyue) have such views as:

- 1) within the context of Australian studies now, Australian literature and cultural studies should be in the leading position in terms of the depth, the numbers of publications and involved scholars in these two areas;
- 2) as for the future, they believe that Chinese academics should step into new fields while maintaining focus on Australian literature and culture, e.g., judicial system, education system, social security system, and environmental protection, etc., which are considered as Australian strength and from which much can be learned.
- 3) compared with other foreign studies, especially American studies and British studies in China, however, they think that there is no strong area at all in Australian studies in terms of the popularity and support. Henceforth we cannot think Australian studies have matured enough to compete with American and British studies independently, and the help and support from Australia, specifically, from the Australia-China Council, are still of necessity.

In respect of the fund from ACC, Prof. Chen and Prof. Hou think that the fund is indispensable for the Australian Studies centers to carry out their work and has, to some extent, been promoting the studies on Australia. However, it is far from enough and they are wondering whether the ACC could go to the Australian companies in

China to seek some investment in Australian studies or other related activities.

### **Nankai University**

The Oceanian Economic Studies Center of Nankai University was the first center that started to undertake studies on Australian trade and economy. But this center is faced with the shortage of researching personnel.

As for the Australian studies in China's universities, Professor Yin (Ruxiang) thinks that there is no cohesive force among these Australian Studies Centers. Though Australian Studies Association is undertaking the responsibility of contacting each center and circulating notices of the activities carried out and achievements made by each center, its force of calling on Chinese scholars together is limited, due to the administrative system problems both in this organization and every university.

One of the most urgent tasks of each center should be cultivating more students and young teachers who are dedicated to Australian studies, according to Prof. Yin. We do have some professionals. But if they do not cultivate their successors, Australian studies will be faced with the danger of withering.

Professor Yin thinks that universities do not have enough communications with relevant ministries, such as the Ministry of Trade and Economy, the Ministry of Education, etc., and Australian government (or the ACC) can contact these ministries and inquire the need of people specialized in Australian studies. If the government has the need, universities will have more incentive to cultivate the students majoring in Australian studies.

He also believes that the lack of fund is a big problem that hinders the development of Australian studies in universities. However, if Australia cannot provide enough money, every center has to find some ways to raise money, for instance, by cooperating with

Australian companies and institutions.

### **Qinghua University**

The Australian Studies Center of Qinghua University has been established, according to Prof. Liu (Dianqiu), the director of the Center, in order to do studies in such areas as politics, economy, etc, helping to enlarge the dimension of Australian studies in China whose contemporary strength is with Australian culture, literature, linguistics, etc.

As an inter-discipline institution, the center has been trying to organize the staff from the schools and to do the research with the emphasis being on:

1. International Studies, particularly America-Oceania Region Security;
2. Sino-Australia Diplomatic Relations;
3. Civil Society and NGO in Australia.

However, Prof. Liu says, the academic research and activities here has been slow to proceed as the staff have not got the necessary grand to pursue their research though they have their own background.

### **Renmin University**

The Australian Studies Center of Renmin University affiliated to the English School was established in 1999. Its focus is Australian culture and language. This center is featured by various activities concerning Australia in and outside the university.

Professor Zhang (Yongxian) of the Center thinks that, for most Chinese people, especially for students, they are still lacking in the understanding of Australia. It is impossible to conduct any research on Australia if there is no enough understanding of this country and its people. So one of the most important tasks of Australian

Studies centers should be promoting the understanding of Australia among students. That is why Australian Studies Center of Renmin University carried out activities to introduce bush dance, rugby, cricket, and boomerang in its Culture Week. However, due to the deficiency of full-time teachers studying Australia, the graduate students who are interested in Australian studies are the main force in the organization of Culture Week-Australia 2001 and 2002. The success of the two Culture Week activities fully proved their organization ability, enhanced the interest of the students towards Australian studies, and improved their understanding of Australia.

Moreover, Professor Zhang holds that the understanding should follow the pace of the ever-changing Australian culture and society. He thinks that tremendous changes are taking place in Australia, but the books used by students were published several years and even more than a decade ago. So Professor Zhang is thinking of editing a textbook that can keep up with the rapid development of Australia.

As for the fund from ACC, Professor Zhang thinks that we should not put so much stress on it and always complain about the lack of money. We conduct Australian studies not because ACC gives us money to do so, but because we have interest in it, we are capable of doing it, and there is some need to do it. The most important thing is to do some solid work and contribute to the development of Australian studies in China.

The Center thinks that learning Australian literature is important, but always reading those classical (old) novels and poems is tedious and they cannot reveal the present image of Australia. So he suggests that the teachers should introduce some famous modern literary works to the students apart from those classics.

### **Suzhou University**

The Australian Studies Center of Suzhou University has focused its attention on

Australian literature since the very beginning and would like to carry on the studies in this area for the future.

With regard to the Australian studies in China academic at present and in the future, of the professors we have interviewed Prof. Wang (guofu) and Prof. Fang have similar opinions to those of Prof. Chen and Prof. Hou from ECNU, while Prof. Wang (Labao) thinks that economy has begun drawing great attention from Chinese scholars.

As for the fund, the professors think the reliance on the ACC cannot be forever but to be financially independent, which they have tried but in vein, is not practical at present, so they were considering whether the ACC could help the scholars to carry out some profitable programs, thus helping the centers to become independent financially.

### **Xiamen University**

The Australian Studies Center of Xiamen University is one of the few centers whose main strength and focus are Australian economy, which also make it a little bit peculiar among the Australian Studies Centers all over China.

Professor Wei (Songshou) of the Center holds that today's Australian studies pay too much attention to literature and at the same time Australian economic studies are rather weak. Professor Wei is quite sorry for the fact that few Australian Studies centers in China carry out research on Australian economy and thinks this phenomenon is not quite normal because economy is the basis of all other aspects. Therefore, he hopes that both Australia and China would divert their direction to economic research and strengthen the economic connection between these two countries.

As to the Australian economic research itself, there also exist many problems. The

academic exchange on economy between Australia and China cannot by any degree be described as adequate. For instance, few Australian experts on economy come to China to teach or give lectures; and few Chinese scholars have the opportunity to go to Australia to study Australian economy.

The connections between theory and practice are also broken up. It seems that academic research and practical application are two totally separate fields in which there is little in common. While for the Australian studies in China, particularly economic study, the greatest difficulty that is hard to overcome lies in the shortage of academic resources, which ultimately is a financial problem. Due to that, most centers scarcely have the access to newly published materials and standard periodicals, resulting in superficial and inadequate research on Australian economic studies and other ones. Therefore, Professor Wei hopes that ACC would increase their financial help to the Australian studies centers in China, in which ACC should give prominence to several key universities and at the same time encourage several major centers to help other newly established ones, thus furthering the development of Australian studies in China.

Apart from these, Professor Wei also mentioned that, Australian studies centers in China lacks self-reliance and are too dependent on the financial support of both the appropriations of the university and that from the ACC. He hopes that the Australian studies centers in China should have more contact with the outside world and should make great efforts to widen their channels for getting research fund. Additionally, the meeting cycle of once two year is too long for the proper development of Australian studies. He advises that this should be shortened, and there must be certain seminars on special fields frequently, which is helpful to further the exchanges of Australian studies from home and abroad.

**Zhejiang University**

The English Literature and Australian Studies Research Group (hereinafter referred to as Center) of Zhejiang University focuses its attention totally on Australian literature, and is quite fruitful and productive in this area with many books and translations winning national or international prizes. Most work of Australian Studies is done by Professor Zhu (Jiongqiang) himself.

They have not delivered courses in the aspects of politics, economics, culture and so on, because they have no teaching staff in these areas, according to Prof. Zhu. Since 1986 when it was set up, there have been only literature teachers in this Center. One reason is that students are not so interested in it; the other reason is that the university authority does not support the Center to give the courses on Australian studies because the strength of Zhejiang University is science and technology. .

Professor Zhu is considering to deliver Australian cultural courses in the future because it is related to literature. In his opinion, although Australian literature studies has got some development in China, it is still quite new and far from being mature, and Australian literature is still strange to Chinese students. A lot of work is to be done in the future, such as to introduce more new writers. The Center hopes that it can get more financial help, books and other resources from the ACC to conduct activities and do research because the money provided by Australia-China Council is far less than they really need to develop the Center. According to professor Zhu, compared with other centers, financial support they have got is far less than the contribution they have made to Australian literature studies, which really dampens their enthusiasm. They hope that ACC can encourage scholars more after their works win prizes.

### **Zhongshan University**

The Australian Center of Zhongshan University is also a center derived from Foreign Language Department in which traditional subjects, especially literature are its main

focus and strength.

Located in Guangzhou, one of the biggest and most developed cities in China, Zhongshan University has many opportunities for communications and exchanges with outside world. For Australian studies alone, Zhongshan University gets some advantages as well. For example, Canton and New South Wales are sister provinces; and many Australian entrepreneurs come to Canton to invest. Therefore, researchers of Australian studies in Zhongshan University, such as Prof. Tang (Zhengqiu), have many opportunities to go abroad to conduct their research and introduce to the counterparts abroad the status quo of Australian studies in China. And they did publish a series of books on Australian literature and poetry and won many prizes.

However, the Australian Center of Zhongshan University, like many other centers, is facing the problem of shortage of money, lack of academic resources and low status comparing with other studies. Prof. Tang stressed that the money problem would menace the further development of Australian studies in China and even more seriously would lead to some serious crisis. He confirms the contribution that ACC has made to the development of Australian studies in China. But he warns that ACC has not realized the forthcoming crisis that Australian studies would meet. He mentions that much money had been put into Australian studies on Chinese side and Australian studies in China has made great progress. Thus he hopes that ACC would notice and admit that and give more help to the centers.

As to the tendency that Australian studies in China and the focus of ACC are more and more diverting to economic studies, Prof. Tang makes such a comment that those are short-sighted behaviors because literature and culture are still the basis for all the researches and the start for people to know about their society. Therefore he suggests that each center should further its studies on literature for people from both countries still knew little about each other although Australian studies has been carried out for about twenty years, which he is quite sorry that ACC hasn't paid enough attention to.

Nowadays, Australian studies in China have passed the first phase of development; but how to further our studies still remains a problem. As to the Australian studies in China as a whole, what kind of attitude and in which way the academic researchers should take, are the first considerations at this very moment.

Apart from that, Prof. Tang thinks that Australian studies in Australia themselves are also far from enough; therefore, Australian and China should cooperate in this field and allow Chinese experts to take part in and complete their researches. Maybe, some excellent academic papers on Australian studies written by Chinese scholars could be put into libraries in Australia, therefore making it available for Australian scholars and readers to see the achievements of Chinese scholars and offering a fresh view of Chinese on phenomena and events taking place in Australia.

### **Chinese Academy of Social Sciences**

As an institution different from universities, the Australian and New Zealand Center in Chinese Academy of Social Sciences focuses its attention on Australian politics and economy. Its annual seminar has been conducted successfully so far. The ACC fund is enough for them to cover almost all aspects for the operation of the Center, according to Prof. Liu (Fande) here, and all the activities were funded by it. For the reform of ACC fund, Professor Liu says it is understandable, and it is fairer because every center can compete to get the fund.

For the further development of Australian studies, Prof. Liu has such considerations as the following. He thinks that ACC should improve its coordinate function between different centers especially at the Biannual Conference of Australian Studies. According to him, the criteria to assess each center should be the same, in which the achievements should be the most important aspect.

Professor Liu also thinks that there should be more exchanges and communications between Chinese universities and research institutions. The research institutions should provide their research outcome and achievements to the universities to teach to the students; the universities should provide students to attend the activities conducted by the institutions, by which the Australian image and influence in China will be improved and popularized.

### **Beijing Foreign Studies University**

The Australian Studies Center of Beijing Foreign Studies University started from Australian literature and now it has been extended to Australian history, culture, language, politics, sociology, etc.

Professor Hu (Wenzhong) and Yu (Zhiyuan), the founders of the Center, introduced the history of Development of Chinese Australian studies in each center from late 1960s to the present time in details. Both of them think that Chinese Australian studies have to be extended as a comprehensive discipline, and now it is forcing its way to this direction.

For the further development of the Australian studies in the universities, Professor Li (Youwen) here has considered a lot. She thinks that it will be better if ACC can provide some academic journals besides the books, since the journals can provide latest information about Australia as well as about related studies, but, although it is easy to search for E-journals on the internet, it is impossible for us to read the texts in detail except for some brief introduction. She also hopes that the book lists provided by each center for ACC can be checked more cautiously lest that some greatly useful books be cancelled just because the titles of them are not directly related to Australia.

For most teachers who are conducting Australian studies, they started in learning

language and are in great need of attaining the systematic research theories and methods. So it is urgent, Prof. Li says, to invite senior sociological professors to help the teachers with their studies in this area.

Each center has its own features. They have to learn from each other's strong points and make up their own weak points. But the most important principle is to be innovative and practical in accordance with each center's characteristic and strength.

**(please refer to Annex 4 for interview questions)**

## **2. Questionnaire**

In this set of questionnaire, *Australian Studies in Chinese Universities*, there are altogether 4 types of questions, consisting of 11 questions. All of the questions are multiple choice questions.

First part is about by which way they get to know Australia.

77.8% of the respondents answer that they get to know Australia by way of TV programs, 73.3%, 52.2% and 36.7% through books, newspapers & magazines and movies respectively. But when they are asked which TV programs, films and books produced or published in Australia impress them most, 73.3% (total=90) leave this category untouched. Only 16.7% of the respondents mention *the Thorn Birds* as a novel, another 11.1% mention it as a movie. 10% think *Piano* is an Australian film by mistake, instead of a New Zealand one. 7.8% answer that the 2000 Sydney Olympic Game impressed them most. And some mention Savage Garden, Discovery, Radio Australia and some books about geography and customs concerning Australia. 51.1% of the respondents mention the 2000 Sydney Olympic Games when they encounter the question '*Could you list some of the important events happened recently in Australia*'. About 43.3% leave this category blank. While little else is mentioned,

including 3 in 90 respondents touch upon the Centenarian Anniversary of Australia, 2 of them mention the Republican Referendum and the NSW forest fire.

The second part concerns which aspects of Australia attract Chinese people most.

91.1% of the 90 respondents answer that 'ecological environment' attracts them most. 40%, 38.9%, 8.9% choose 'living standard', 'social culture', and 'science & technology' item respectively. Even 1 interviewee answers that it is the typical Australian animal, kangaroo and platypus that attracts him/her most. 82.2% of the respondents want to go to Australia to travel and 63.3% want to study in Australia if they have chance to go to Australia. And 20% hope to immigrate to Australia in the future. Employment and business do not have much appealing to these college students respondents, only 25.6% and 5.6% choose these two items respectively.

The third part talks about Australian studies in the universities of China.

85.2% of the 88 respondents hope to have optional courses on Australian studies. The four subjects they want most are Australian culture (89.3%), Australian economics (52%), Australian history (44%) and Australian literature (38.7%). 25% of the respondents hope to have required courses, including 3.4% want required courses only. The four compulsory subjects they want most are Australian culture (72.7%), Australian economics (54.6%), Australian literature (54.6%) and Australian history (31.8%). There are also 13.6%, 4.6% choosing Australian politics and Others. There are still 4.5% of the respondents thinking that to have classes on Australian studies is unnecessary, and 6.8% answering that they do not care whether have courses on Australian studies or not.

Although 63.3% of the respondents wanted to study in Australia, they still know little about the education or universities in Australia. 41.1% of the 90 respondents cannot list any Australian universities. 32.3% list one university, 13.3% mention 2, only

12.2% of them touch upon three or more than three. Anyway, University of Sydney is mentioned most (41.1%), University of Melbourne follows (27.8%). Other universities such as University of Queensland (5.6%), University of New South Wales (6.7%), University of Technology Sydney (4.4%) etc are also mentioned by a few respondents. Altogether, 14 universities are touched upon. They are University of Canberra, Bond University, Sydney Institute of Language and Commerce, University of Wollongong, Deakin University, Macquarie University, Royal Melbourne Institute of Technology, University of Adelaide and University of Western Australia.

93.3% of the 90 respondents have not taken part in any kind of activities concerning Australia. The only 6 who say 'yes' just have ever accompanied Australian friends to go to visit or intended to go to Australia for further study.

The last part mainly concerns the respondents' attitude towards Sino-Australia relationship.

The majority of respondents (96.7%) think that Sino-Australia relationship has made great achievement in tourism (72.2%), diplomatic relationships (52.2%) and cultural and economic exchanges (63.3%, 50%) and so on. 3.3% leave this category untouched, maybe get the idea that Sino-Australia relationship have not achieve any development. However, 65.6% of the respondents figure that we should still strengthen the exchanges and cooperation between Australia and China, especially scientific & educational (22.2%), economic cooperation (26.7%), cultural exchanges (33.3%) and tourism (14.4%) in the future. Many other items are mentioned ranging from diplomatic relationship to agricultural exchange, such as academic exchange, student and talent exchange, ecological protection and so on. Even 2.2% hold that the two countries should further cooperation and exchanges in almost every aspects.

**Tables: Please refer to Annex 6**

**Questionnaires: please refer to Annex 5**

### **3. Library Research in National Library of China**

The field work in the National Library of China has finished by May 2002. By that time we have found in the Library there have been 259 books concerned with Australia either written or translated by Chinese authors, of which 142 are written and 117 are translated. Here we must point out that, for the sake of the convenience to classify, the books we list are just those books which are of different editions, for the books which have more than one copies we just include one.

Of the written ones 42 (29.6%) are concerned with brief introduction including tourism to Australia, 29 (20.4%) are of Australian literature, 15 (10.6%) related to the education in and immigration to Australia, culture 14 (9.9%), history 14 (9.9%), economy 13 (9.2%), science 6 (4.2%), dictionaries 5 (3.5%), paper collections 4 (2.8%), then laws and politics are both 3 (2.1%), and geography and art are respectively 2 (1.4%). Of the 117 translated books those concerned with literature are of greatest majority, i.e., 70 (59.8%), then is Australian culture related, 13 (11.1%), art 10 (8.5%), economy 10 (8.5%), politics 7 (6%), introduction to Australia 5 (4.3%), and geography and history fall into the least category, both are 1 (0.9%).

### **4. Publications, Activities and Present Situations of Each Center**

**academic activities: please refer to Annex 1**

**Present situations: please refer to Annex 2**

**publication: please refer to Annex 3**

(The three Annexes listed here are not guaranteed completeness and accuracy because the teachers in question cannot provide the complete lists and there is also some difficulty in translation of books' titles.)

## **Chapter IV. Discussion and Conclusion**

Through our research, we find in the last two decades, the Australian Studies in China's universities have made great progress in terms of the publications and much other relevant work done by the scholars, despite such difficulties as lack of enough fund and sufficient support from the authorities concerned.

The Australian studies comprise of three areas: academic research, teaching, and communication. In respect of academic research, we can say the Chinese scholars as a whole have done a lot of work, which is roughly reflected by their activities and publications, including books, papers, and journals. The Australian studies in China started, to a great extent, from the Australian literature, which now have extended into many other areas such as culture, economy, education, history, politics, and sociology, etc., though we have to admit now their studies are not as comprehensive as we have expected, since their works are still confined, to quite a great extent, to Australian literature. When considering the area of teaching, some Australian Studies Centers draw students from many parts of China, thus helping more people to know and learn knowledge about Australia; and a great majority of the Centers, such as that of Anhui University, Beijing University, Beijing Foreign Studies University, East China Normal University, Renmin University, Suzhou University, Xiamen University, etc, all have developed some courses and are trying to develop more courses on Australia for postgraduates as well as undergraduates, since teaching in the universities is the most direct way for the students to learn something about Australia. The Chinese scholars in the universities are trying to do their best to make Australia to be seen, heard and known not only to the government, but also to more and more ordinary Chinese citizens. Therefore we say Australian Studies in these universities have started to serve their communicating role. Without this large group of devoted scholars, it would be quite hard for Australia to have such influence upon ordinary Chinese. At least, Chinese no longer take Australia as Austria, says Prof. Hou Minyue, which was quite often the case in the 1980s.

The financial support from the Australia-China Council has been very important for the sound development of Australian Studies in China, and it will continue to be so. According to the professors we have interviewed, much of the routine work of the centers have been carried out only with the fund provided by ACC, apart from that there are almost no other sources. This is, to a great extent, due to that Australia is a middle power and cannot attract so much attention from the Chinese authorities concerned as the superpowers like Britain and USA do, which, even with no financial support from their governments, Chinese government will have to pay great attention to and will study these countries. There are also other related factors, for instance, in quite a few comprehensive universities usually it is the courses related to science and technology and other hot area studies like laws, statistics, and business management that attract great attention of the school authorities, other areas like the Australian Studies are attached little importance to, such as in Zhejiang University and Nankai University. The situation does not seem to change in the following years.

Of course there do exist quite a few problems in these centers' studies on Australia, of which perhaps the most noticeable one is that the area interest of them is still limited, in spite of the great progress they have achieved. The limitation can be seen in the following aspects: in terms of publications the greatest majority is still of literature, which can be seen not only in the books and articles written by the centers' professors, but also in the publications of Chinese scholars stored in the National Library of China; in the teaching area, the courses developed by most of these centers are either about Australian literature, or brief introduction to Australia, only the Australian Studies Center of BFSU has developed over ten courses relating to many areas of Australia, like culture, history, literature, politics, diplomacy, etc., then is the Center of ECNU, and the Centers of Nankai University and Xiamen University have been focusing on Australian economy from the very beginning; and in the academic conferences like the Biannual International Conference of Australian Studies held in China, which is the most important opportunity for the Chinese scholars to conduct

academic exchange nowadays, the papers presented are mostly concerned with either literature or culture.

As far as we are concerned, the biggest controversy is about the focused strength of Australian studies in Chinese universities. Some Centers think the strongest area in China's Australian studies is still literature, and they will still focus on it in the future. They argue that although Australian literature studies has got some development in China, it is still quite new and far from being mature, and Australian literature is still strange to Chinese students. A lot of work is to be done in the future, such as to introduce more new writers. And since the research in this area has been and will be more fruitful and productive, it should get more financial help. On the other hand, some Centers think that Australian studies should not focus on literature in the future; instead, it should be developed comprehensively in all areas especially in the areas of economics and politics. They argue that in such a big climate that Australian and China have more and more exchanges in economics and politics, the academic research should not lag behind, and compared to literature, the studies in these areas are relatively weak, hence needing more attention.

The first reason contributing to the controversy is the different academic background of the professors. The professors who graduated from the major of English Language stressed the importance of culture and literature, while the professors who graduated from other majors held different opinion. Another reason which cannot be ignored is that the different departments the Centers are affiliated to. The Centers in English Department usually focus on culture and literature for they are the traditional focused strength of English department, while the Centers in other departments have a broader coverage.

Another problem existed in Australian studies in China, maybe a serious one that would even menace and hinder the future development of Australian studies in China is that there are few students, doctors or postgraduates, majored in Australian studies

except a few universities such as Anhui university, Beijing Foreign Studies University, East China Normal University, Renmin university, and Suzhou University. Most universities only offer optional courses on the survey of Australia for undergraduates and postgraduates who are interested in it. Of course, there are many reasons for that. Actually all the universities intend to set up courses on Australia. However, most of the universities are short of specialized professors on Australian studies, which is a very problem that troubles many universities, especially Nankai and Zhejiang University whose Australian Studies Center is facing the menace of withering because of lack of specialized teachers. Therefore, they are more than willing but unable to do what they want to. For instance, the lectures on Australian economy Professor Yin Ruxiang gives in Nankai University are quite welcomed by the students. But after Professor Yin's forthcoming retirement, no teacher could continue its career.

However, problems even exists in Beijing Foreign Studies University, the outstanding university in carrying out student-education on Australian studies whose specialities cover a wide range of fields and who have cultivated abundant successors on Australian studies. This can be reflected by that Australian Studies Program is the very one that attracts the least examinees for the entrance examination for postgraduate just because there is no reference book. Now teachers of the BFSU are on the way to solving this problem by introducing *Exploring Australia* to potential students on Australian studies and readers who are interested in Australia.

After doing this survey, we have to admit that the number of the Australian studies centers in China and the quantity and quality of the work they have done are much better than our expectation. But on the other hand, the results of the questionnaires are by no means inspiring or heartening. And at the same time, some professors complain that they have little chance to put their knowledge of Australia into practice or help Australian visitors and Chinese counterparts from all circles to better understand each other. In this sense, theory is separated from practice.

The papers presented in the 8<sup>th</sup> International Conference of Australian Studies (Nov. 2002) covers a great variety of aspect ranging from literature, culture to economics and environmentalism, which indicates that the Australian studies in China do make certain progress after almost twenty years' development. However, the progress is still limited to academic arena. The results of the questionnaire demonstrate that Chinese people (college students in our survey) still know little about Australia in spite of the establishment nearly twenty Australian studies centers and their twenty years' development in China. It is true that many factors would result in people's innocence of one country to another. The Australian studies centers should and could bear more responsibility in bringing an introduction to Australian image to their countrymen, for comprehension is constructed on the basis of getting knowing each other.

On this point, Renmin University's Australian Studies Center sets up a good example. Despite the short history of the Center, they have successfully organized and participated in many activities and meetings concerning Australia, which greatly arouses the interest of the students in Renmin University and deepens the understanding of Australian majors to Australia. However, the case of Renmin University is an exception. For other centers, the opportunity to take part in activities outside academic field is quite limited. Professor Wei Songshou of Xiamen University complained that no one invited them to attend such commercial and cultural activities organized by enterprises, and they were even neglected when such activities were arranged by Australian Council. Thus, we suggest that there should be more interaction between academic area and the outside world.

Through our investigation, we find out that the exchanges and communications between Australian Studies Centers at Chinese universities and Australian universities are far from enough. We interviewed a lot of Chinese teachers working in Australian Studies Centers, and inquired of them about the exchanges between their centers and Australian universities. Some centers have not established any contact with Australian university, and others have done so, but the collaborating Australian universities are

highly concentrated on Griffith University, La Trobe University, Melbourne University. The programs of exchange are limited in a very small area and have little varieties. The most common ways of cooperation are Australian universities send scholars, professors to China as visiting scholars and lecturers, and receiving visiting scholars from China funded by ACC's studentship or fellowship.

We think that, in fact, there is larger space for both sides to develop exchanges and set up various and feasible programs. Besides the above-mentioned Australian universities, Australia still has many other prestigious universities and schools which also have made a contribution to Sino-Australian Studies. They have not cooperated with Chinese Australian Studies Centers because of inadequate popularization and communication instead of having no interest in it. Of course, it is not one party's fault. Do Chinese Australian Studies Centers contact Australian universities on their own initiative? Do Australian universities pay enough heed to Australian studies conducted in China? Does Australia-China Council introduce outstanding Chinese Australian Studies Centers to Australian counterparts? Different treatments to all these questions will play either positive or negative part in carrying out intercollegiate exchanges. So we believe that, all Chinese Australian Studies Centers should try to gain the initiative in attracting Australian academic circle's attention with their achievements in academic research, open up diverse channels of communication, stimulate their incentive by informing them of what Chinese scholars are doing, which Australian counterparts probably is interested in or which they are working on. However, any Australian Studies Center alone is not strong enough to attain the goals. At the very moment, Chinese Australian Studies Association should take on the responsibility to dredge the communication channel, and to enhance the influence of Chinese Australian Studies Centers. Australia-China Council can play an important role in publicizing the achievements in research in Australian academic circle, promoting the cooperation and simplifying the procedures concerned after two sides reach an agreement.

At present, the most common exchange program is that short-term visiting scholars from Australia to China to do researches or give lectures in universities. Nevertheless, most Chinese teachers do not think it can meet the needs of Chinese Australian Studies Centers. During the interview, many teachers talked a lot about the shortage of Australian experts and all thought that this problem had to be solved as soon as possible. Even for the traditional areas in which we have long been focusing on, for instance, Australian literature and Australian history, Chinese Australian Studies Centers are looking forward to the instruction of Australian experts specialized in these areas, not to mention those newly explored areas such as Australian industrial relations, Australian laws and regulations, and environmental protection etc. Within these areas which are foreign to us, Australian experts appear extremely significant. Besides introducing new contents of Australian studies, according to most Chinese teachers' opinions, it is more important that these Australian experts can help to cultivate a team of Chinese teachers who will specialize in these new areas, thus expanding the scale of Chinese Australian studies and enriching our knowledge about Australia. After synthesizing various opinions, we think that, except for the exchange program above mentioned, there can be other programs carried out between Chinese and Australian universities. One of them is the exchange of students. In the circumstances permitted, Chinese Australian Studies Centers and Australian universities can send several students who have no difficulty in language to learn at each other's universities for a short term. The exchange needn't to be confined within a certain speciality or center. Under the negotiation and assistance of both sides, the students can enter into the schools or departments they are interested or majoring in. As a result, it will improve these students' understanding of the other country and its people. Another practical and economical program is to realize the share of resources on the internet. Two sides can open up a website cooperatively on the internet. People who have the access to this website can find professional materials which are hardly found in the university libraries, and read theses and works written by both Australian and Chinese scholars. The experts invited to the website will regularly publish comments on current issues, answer visitors' questions concerning Australian studies,

and provide suggestions and ideas for the students who are writing relevant theses. According to some students' opinions, we find out that there is no textbook introducing Australia in China at present. Compared to American studies and English studies in China, the fact that there is no textbook for students results in the delay of formal education of knowledge about Australia. It is reported that the absence of a textbook on Australia makes it extremely difficult for the students who want to have the entry examination for postgraduate study in Australian Studies Centers. We suggest that the Australian scholars and Chinese teachers should work together on a formal textbook that the students can refer to.

As many Chinese teachers have pointed out, the exchanges and share of various resources between Chinese Australian Studies Centers are by no means enough. Except for the Biannual International Conference of Australian Studies, there is hardly any activity carried out between these centers. The center that performs outstandingly is Australian Studies Center of Renmin University as what is above mentioned. Since the fund from ACC is limited as many teachers complain, it would be better that all centers share various resources such as books, journals, tapes, videos and even teaching staff. The centers that are making the efforts in the same area can consider finishing the project by joint work. Of course, according to these teachers, except whether each center intends to collaborate with one another, some disadvantages in the bureaucratic management of each university remain a barrier to the development of cooperation and sharing of resources between the centers. It seems to be unrealistic to expect each center to cooperate with other centers immediately. It, to some extent, still depends on the improvement of the administration procedure and system at each university.

Through our research, we can have a general idea about the situations of Australian studies in China's universities, or at large, in China's academic, considering the spheres we have touched upon and the Centers as well as the scholars we have contacted, though we have not visited or interviewed all the Australian Studies Centers here in China. Over the last two decades, through the effort of those Chinese scholars as well as the support role played by the Australia-China Council, great

progress has been made in Australian studies in terms of their publications and academic achievements. However, there is still a lot of space for further improvement with respect to the narrow areas they have touched upon and insufficient support they have gained. And from the rather limited knowledge of the students about Australia we see the lots of work that can and should be done by the scholars and the would-be ones interested in this field. In this case, the research reveals to us that the Australian studies have not developed into a balanced and comprehensive national scale, as we have hypothesized. But the very incentives and the dedications of the scholars we see in the research make us believe that Australian studies will be able to develop further in China's universities, and to better enhance the understanding and cooperation between China and Australia. Of course, in what way and to which directions the Australian studies will go, need us to see and follow, since the world is ever changing, and the scholars involved in this field are changing, too, as is indicated above, now the era of the "Gang of Nine" is being replaced by more younger ones.

## Annex 1

Universities	Academic Exchanges with Australian Universities	Academic Exchanges in Other Countries	Academic Activities in China
<p>Oceanian Literature Research Center <b>Anhui University</b></p>	<p>15 visiting scholars to Australian universities; Invitation of some Australian literature experts to teach (usually for 3 months ); 1 expert through ACC to teach Australian literature for 3 months; 1 studentship</p>		<p>Cooperation with an Australian writer to compile a reference book from 1989 (now it is still updating); Participation in the Biannual International Conference of Australian Studies held by other universities</p>
<p>Australian Studies Center <b>Beijing University</b></p>	<p>Establishment of links with the Australian National University and the University of Melbourne; Two members of the Center to the Australian Studies Centre of the University of Melbourne and the Department of English of the National University respectively for short-term study; Host quite a few academic visits from Australian universities on the campus for teaching or lecturing, etc.</p>		<p>the Establishment of Australian Studies Research Grants to encourage Australian studies at Peking University; the Organization of 4 workshops and seminars in cooperation with relevant Australian universities: English Language Academic Writing Workshop, Economic Geography Seminar, Symposium on Asian-Atlantic Economics, Australian Information Website Seminar; Host of the Sixth International Conference on Australian Studies in</p>

			<p>1998;</p> <p>Organization of the Australian Culture Festival of Peking University in late May &amp; early June, 1998;</p> <p>Active Participation of the International Conference on Australian Studies and other Relevant Activities, etc.</p>
<p>Australian Studies Centre <b>East China Normal University</b></p>	<p>Links with La Trobe University, A three-year contact with La Trobe Uni. since 1990, ECNU sending Chinese teachers there to help Chinese teaching, A five-year project on Chinese Heritage in Australian Federation since 1997.</p>		<p>Host of The Symposium on Patrick White' works in 1991; Host of the 3<sup>rd</sup> Biannual International Conference of Australian Studies with the theme 'The Next 20 Years: Sino-Australian Relations'' in 1992; Host of a symposium on publication in 1995; The Exhibition of Australian Studies in China 1972-2002 in Nov. 2002; Editing of Bulletin and the Journal on Australian Studies; Participation in the Biannual International Conference of Australian Studies held by other universities, etc.</p>
Australian	National University		Host of the 5 <sup>th</sup>

<p>Studies Centre <b>Nankai University</b></p>	<p>of Canberra Western Australia University</p>		<p>Biannual International Conference of Australian Studies Host of a national symposium on Australian Studies  Several Seminars on Australian economy within Nankai Participation in the Biannual International Conference of Australian Studies held by other universities</p>
<p>Australian Studies Center <b>Renmin University</b></p>	<p>Monash University The University of Melbourne Visiting scholars, poets, and officials</p>		<p>Participation in the Biannual International Conference of Australian Studies held by other Universities  Culture Week-Australia 2002 1. Interschool contest on Australia and other English speaking countries; 2. Lectures by both Chinese and Australian officials; 3. Typical Australian Sports Show; 4. Australia Movie Show; 5. TV show; 6. "Special Australia" Broadcasting; 7. Bush dance 8. Painting exhibition of Australian artist---Linda Judge;  Culture Week-Australia 2001</p>

			<p>1. Quiz show;  2. Movie show;  3. Lecture given by Lydia Morton  4. Panorama Australia (Australian picture, magazine and book show);  5. Sports show;  6. Unique performance</p> <p>Quiz show-Australia 2000</p>
Australian Studies Centre <b>Suzhou University</b>	Bonde University, Sending visiting scholars to Australian universities & inviting Australian scholars to Suzhou Uni. continuously		Host of the 3 <sup>rd</sup> Biannual International Conference of Australian Studies Participation in the Biannual International Conference of Australian Studies held by other universities
Australian Studies Center <b>Xiamen University</b>	No formal academic exchanges, but some mail-communication		<p>Participate and present papers in each Biannual International Conference of Australian Studies held by other Universities</p> <p>Host the second International Conference of Australian Studies in 1990</p> <p>Publish articles on Australian economy in periodical sponsored by Xiamen university and distributed a special issue to celebrate the 30<sup>th</sup> anniversary of the establishment of</p>

			<p>Sino-Australia diplomatic relationship</p> <p>Write articles on Australian economy to <i>Economy in Ocean-pacific Area</i> in Fujian Province in which the 4<sup>th</sup> issue was especially for celebrating the 30<sup>th</sup> anniversary of the establishment of Sino-Australia diplomatic relationship</p> <p>Solicited articles on Australia on June 2002 and give award to the winners</p>
<p>English Literature and Australian Studies Research Group <b>Zhejiang University</b></p>	<p>Modoch University 6 visiting scholars to Australian universities Inviting some Australian literature experts to teach (usually for 1 year)</p>	<p>In 1989, Prof. Zhu lectured on Australian Novel in Clagenfordy University for 3 months; In 1992, Prof. Zhu introduced the Australian Studies in China in Perth; In 1993, Prof. Zhu introduced contemporary Australian literature in the “Annual Conference of European English-speaking Countries Literature and Linguistics Research” in Austria; In 1996, Prof. Zhu delivered lectures on Australian novels for 3</p>	<p>A national social science project “Research on Patrick White and Contemporary “Australian Novels” 1995-1996 by Prof. Zhu Participation in the Biannual International Conference of Australian Studies held by other universities</p>

		<p>months in the Clagenfordy University in Austria;</p> <p>In 1999, Prof. Zhu introduced Peter Carry in the “Annual Conference of Australian Literature Research in Europe” in France;</p> <p>In 2000, Prof. Zhu introduced Peter Carry in the “Australian Literature Research Conference” in America.</p>	
<p>Australian Studies Center <b>Zhongshan University</b></p>	<p>Some communication with Griffith University and Monarch University</p>	<p>Professor Tang Zhengqiu gave a lecture on <i>Australian Studies in China</i> in Pennsylvanian State University</p> <p>Professor Wu Qinglong</p>	<p>Many lectures concerning Australia</p> <p>The publication of a Bulletin on the academic report of Liang Qichao and the partnership of Australia and China in 20<sup>th</sup> century</p> <p>Offer help for the exchanges and mutual visit of the artists of both countries and held a united art exhibition in 1995</p> <p>Held a Sino-Australia poetry evening party in 1995</p>
<p>Australian and New Zealand Studies Center <b>Chinese Academy of Social Science</b></p>	<p>3 fellowships with Australian National University, Adelaide University and Griffith University; visiting scholars to Australia for 3-month short term</p>		<p>Holding a seminar per year on Australian politics and economics;</p> <p>Participation in the Biannual International Conference of Australian Studies held by other</p>

			Universities; Was invited by Ministries to introduce Australian situations and do project assessment
Australian Studies Centre <b>Beijing Foreign Studies Universities</b>	Griffith University University of Melbourne Woollongong University 1 or 2 visiting scholars to Australian universities each year Inviting about 40 Australian statesmen, writers and poets to give lectures at BFSU Inviting Australian professors to teach (usually for 1 or 2 terms) Meng Yuhuan, Dou Wei, Jiang Min, Wang Weilan participated in Gross Historical Conference Held at Melbourne University in 2001		Host of the 1 <sup>st</sup> Biannual International Conference of Australian Studies  Participation in the Biannual International Conference of Australian Studies held by other universities Lectures in other Chinese Universities about Australia and the relevant studies

## **Annex 2**

University	The Year of Foundation	Teachers	Graduate Students	Courses	Studentship Funded by ACC	Fellowship Funded by ACC	Book Resources
Australian Studies Centre <b>Nankai University</b>	1992	1 (present) 4 (initially)	No students (present) About 10 (1992-1996)	Australian History Australian Economy	No	8	
Australian Studies Centre <b>East China Normal University</b>	1985	15	About 3 (present)	Australian Culture Australian History Australian Foreign Relations Australian Literature	2	1 or 2 each year	About 1500
Oceanian Literature Studies Research Center <b>Anhui University</b>	1979	9	5	Australian literature (optional course for graduate students)	1	2	About 1200
English Literatures and Australian Studies Group <b>Zhejiang University</b>	1986	1	3	No courses (but Prof. Zhu occasionally delivers lectures on Australian literature)	2	No	About 200
Australian Studies Centre <b>Suzhou University</b>	1991	About 10	About 9	Australian Literature	2	3	About 800
Australian Studies Centre <b>Beijing Foreign Studies Universities</b>	1983	9	11 (present) About 40 (1986-2002)	Sociology Methodology Australian History Australian Literature Australian Culture Australian Nationalism Australian Society Australian Politics Australian Multicultural Studies Australian Aboriginal Studies Australian Language and Culture Images of Australia	1	1 or 2 each year	About 1500 (About 40 video tapes)

University	The Year of Foundation	Teachers	Graduates Students	Courses	Studentship Funded by ACC	Fellowship Funded by ACC	Book Resources
Australian Studies Center <b>Renmin University</b>	1999	1 (full-time teacher conducting Australian studies) 7 (part-time teachers)	9	Australian Culture and English (open to all students of Renmin University)  Introduction to Australia (for graduate students of English School)	1	2	Books about 1,500 Journal ( <i>Issues of Society</i> ) (some VCDs and video tapes)
Australian Studies Center <b>Xiamen University</b>	1990	Around 30 part-time teachers  No full-time teacher conducting Australian studies	No student majors in Australian studies	No courses specially focused on Australia. But there are some courses include sections concerning Australian economy.	1	No	Around 450 books No periodical Some video tapes
Australian Studies Center <b>Zhongshan University</b>	1994	14 (all re part-time teachers)	No student majoring in Australian studies	Australian Culture (optional courses for undergraduate) Australian Novel and Australian poetry (optional courses for postgraduate)	1	No, but there is one teacher was sent by school to Melbourne for short-term visit.	Around 2,000
Australian and New Zealand Studies Center <b>Chinese Academy of Social Science</b>	1994	no	No student majoring in Australian studies but 5	International Economics and International politics which include Australian economics and Australian politics	no	3	Around 1,000 (including journals)

Australian Studies Center <b>Beijing University</b>	1996	4 members of the Center and quite a few part-time lecturers	students have done some research on Australian studies	No students majoring in Australian Studies	<i>Australian Studies</i> (an optional course for all students in the university); Relevant courses in the College of Economics and College of Life Sciences; A course in <i>Australian literature</i> (scheduled)	1	No, but one sponsored by the Australian Center of Melbourne University for short-term study program	Over 2000 volumes
Australian Studies Center <b>Qinghua University</b>	2000	1	No	No	No	No		

## Annex Three

University	Publication
<p>Oceania Literature Research Center <b>Anhui university</b></p>	<p>(Translation and compile of the Oceania part in reference books) <i>Famous Foreign Writers Dictionary</i>, <i>Great Encyclopedia</i>, <i>Great Dictionary of Foreign Literature Writers</i>, <i>Chinese Encyclopedia (Foreign Literature Volume)</i>, <i>World Poems Collection</i>, <b>Great Dictionary of Masterpieces of Foreign Literary Works, 19 issues of periodical Oceania Literature</b>, A set of textbook <i>Oceania Literature</i> (for their own students).</p>
<p>Australian Studies Center <b>Beijing University</b></p>	<p><i>Status Quo and Perspectives of the Investment to China by Australia</i> <i>Towards Equality &amp; Mutual Benefits: Sino-Australian Relations since the end of the Cold War</i> <i>the Collection of the Papers on Australian Studies (1998 International Conference on Australian Studies)</i> <i>a Bright Prospect of Sino-Australian Cooperation</i> <i>Aspects of Australian Immigration" Australia Tells Me and Us</i> <i>Bond Affirmed ? -----on the husband and wife in the THE FORTUNES OF RICHARD MAHONY</i> <i>An Analysis of the Failure of Australian Republic Referendum '99</i></p>
<p>Australian Studies Centre <b>East China Normal University</b></p>	<p>Articles: (dozens of) 《独腿骑手》 《请随我同游澳洲》 <i>My Brilliant Career</i> <i>Australian</i> <span style="float: right;"><i>Economy</i></span> <i>Australian</i> <span style="float: right;"><i>History</i></span> <i>Contemporary Australian Society</i> <i>Destination</i> <span style="float: right;">(?)</span> <i>From Isolation to the World: a Brief Analysis of Australian Culture</i> <i>the Second Collection of the Papers On Australian Studies</i> <i>On Australian Literature</i> <i>Education in Australia</i> <i>the History of Australian Literature</i></p>

	<p><i>Selected Readings of Australian Literature</i>  <i>Oscar &amp; Lucinda</i>  <i>the History of Sino-Australian Relationship</i>            无边的曼荼罗：怀特传</p>
<p>Australian Studies Center  <b>Nankai University</b></p>	<p><i>Australia Series</i> (6 volumes)  <i>Australia and New Zealand's Agriculture</i> (2 issues)  <i>Statistics of Australian Economy and Trade</i> (2 volumes)  <b>Materials of Economic Studies</b>  <b>The Oceania</b>  <b>The Collection of Australian Studies</b>  <i>Australian Studies</i> (Journal), etc.</p>
<p>Australian Studies Center  <b>Qinghua University</b></p>	
<p>Australian Studies Center  <i>Renmin University</i></p>	<p><i>Australian Slang</i>  <i>Australian English</i>  <i>Culture Shock</i> (translated)</p>
<p>Australian Studies Centre  <b>Suzhou University</b></p>	<p><i>A Glimpse at Australian Drama</i>  <i>Three Australian Poems</i> (translated from English)  <i>Australian Society In the Novels Of Martin Bayed</i>  <i>Language and Sino-Australian Relations, Multiculturalism -- Australia towards the year of 2000, Transplantation &amp; Innovation—Australian Poetry in 200 years</i>  <i>The Dictionary of Australian Languages</i>  <i>The Dictionary of Australian Education</i>  <i>Macquarie Dictionary</i>  <i>Australian Short Fiction in the 1980s: Continuity and Change</i>  <i>Australian Literature in China from Being Described to Self-Expression</i>  <i>Australian Poets and China on the Further Development of English Literature Studies towards the Post-colonial English Literature Studies</i>  <i>Angle of Reading, Formation of Classics and Decolonization</i></p>
<p>Australian Studies Center  <i>Xiamen University</i></p>	<p>Articles on Australia in <i>Economy in Ocean-pacific Area</i>  <i>Australian Economy and Foreign Trade in Transition</i>  <i>Journal of Translation from Foreign Literatures of Economics</i></p>

<p>English Literature and Australian Studies Research Group <b>Zhejiang University</b></p>	<p>(Translated or edited works) <i>The Stormy Eyes</i> (1987), <i>Selected Contemporary Australian Fictions and Short Stories</i> (1990), <i>World Famous Short Stories Collection (Australia &amp; New Zealand Volume)</i> (1994), The prose collection <i>Flying Suite</i> (1989), More than 40 thesis, some of which were published overseas (e.g. <i>Australian Books Review</i>)</p>
<p>Australian Studies Center <i>Zhongshan University</i></p>	<p>Australian section in <i>the Dictionary of World Poem Appreciation</i> 藍天一方 (translated) <i>China's Critique on Australian Literature</i></p>
<p>Australian and New Zealand Studies Center <i>Chinese Academy of Social Science</i></p>	<p><i>Journal News Letter</i> (2 issues) <i>Three thesis in Report on the Asia-Pacific Development</i></p>
<p>Australian Studies Centre <b>Beijing Foreign Studies University</b></p>	<p><i>The Collection of Thesis on Australian Literature</i> (Hu Wenzhong. Beijing: Foreign Language Teaching and Research Press. 1994) <i>Australian Culture and Language</i> (Du Xuezheng. Beijing: FLTRP. 2000) <i>Australian Society on the Screen</i> (Yu Zhiyuan. Beijing: FLTRP. 1993) <i>English-speaking Countries: A Survey</i> (Yu Zhiyuan. Beijing:FLTRP.1996)</p> <p>We also submitted the articles concerning Australia to <i>English Study</i> (a magazine), and <i>Foreign Literature</i>.</p>

## Annex Three

University	Publication
<p>Oceania Literature Research Center <b>Anhui university</b></p>	<p>(Translation and compile of the Oceania part in reference books) <i>Famous Foreign Writers Dictionary</i>, <i>Great Encyclopedia</i>, <i>Great Dictionary of Foreign Literature Writers</i>, <i>Chinese Encyclopedia (Foreign Literature Volume)</i>, <i>World Poems Collection</i>, <b>Great Dictionary of Masterpieces of Foreign Literary Works, 19 issues of periodical Oceania Literature</b>, A set of textbook <i>Oceania Literature</i> (for their own students).</p>
<p>Australian Studies Center <b>Beijing University</b></p>	<p><i>Status Quo and Perspectives of the Investment to China by Australia</i> <i>Towards Equality &amp; Mutual Benefits: Sino-Australian Relations since the end of the Cold War</i> <i>the Collection of the Papers on Australian Studies (1998 International Conference on Australian Studies)</i> <i>a Bright Prospect of Sino-Australian Cooperation</i> <i>Aspects of Australian Immigration” Australia Tells Me and Us</i> <i>Bond Affirmed ? -----on the husband and wife in the THE FORTUNES OF RICHARD MAHONY</i> <i>An Analysis of the Failure of Australian Republic Referendum '99</i></p>
<p>Australian Studies Centre <b>East China Normal University</b></p>	<p>Articles: (dozens of) 《独腿骑手》 《请随我同游澳洲》 <i>My Brilliant Career</i> <i>Australian</i> <span style="float: right;"><i>Economy</i></span> <i>Australian</i> <span style="float: right;"><i>History</i></span> <i>Contemporary Australian Society</i> <i>Destination</i> <span style="float: right;">(?)</span> <i>From Isolation to the World: a Brief Analysis of Australian Culture</i> <i>the Second Collection of the Papers On Australian Studies</i> <i>On Australian Literature</i> <i>Education in Australia</i> <i>the History of Australian Literature</i></p>

	<p><i>Selected Readings of Australian Literature</i>  <i>Oscar &amp; Lucinda</i>  <i>the History of Sino-Australian Relationship</i>            无边的曼荼罗：怀特传</p>
<p>Australian Studies Center  <b>Nankai University</b></p>	<p><i>Australia Series</i> (6 volumes)  <i>Australia and New Zealand's Agriculture</i> (2 issues)  <i>Statistics of Australian Economy and Trade</i> (2 volumes)  <b>Materials of Economic Studies</b>  <b>The Oceania</b>  <b>The Collection of Australian Studies</b>  <i>Australian Studies</i> (Journal), etc.</p>
<p>Australian Studies Center  <b>Qinghua University</b></p>	
<p>Australian Studies Center  <i>Renmin University</i></p>	<p><i>Australian Slang</i>  <i>Australian English</i>  <i>Culture Shock</i> (translated)</p>
<p>Australian Studies Centre  <b>Suzhou University</b></p>	<p><i>A Glimpse at Australian Drama</i>  <i>Three Australian Poems</i> (translated from English)  <i>Australian Society In the Novels Of Martin Bayed</i>  <i>Language and Sino-Australian Relations, Multiculturalism -- Australia towards the year of 2000, Transplantation &amp; Innovation—Australian Poetry in 200 years</i>  <i>The Dictionary of Australian Languages</i>  <i>The Dictionary of Australian Education</i>  <i>Macquarie Dictionary</i>  <i>Australian Short Fiction in the 1980s: Continuity and Change</i>  <i>Australian Literature in China from Being Described to Self-Expression</i>  <i>Australian Poets and China on the Further Development of English Literature Studies towards the Post-colonial English Literature Studies</i>  <i>Angle of Reading, Formation of Classics and Decolonization</i></p>
<p>Australian Studies Center  <i>Xiamen University</i></p>	<p>Articles on Australia in <i>Economy in Ocean-pacific Area</i>  <i>Australian Economy and Foreign Trade in Transition</i>  <i>Journal of Translation from Foreign Literatures of Economics</i></p>

<p>English Literature and Australian Studies Research Group <b>Zhejiang University</b></p>	<p>(Translated or edited works) <i>The Stormy Eyes</i> (1987), <i>Selected Contemporary Australian Fictions and Short Stories</i> (1990), <i>World Famous Short Stories Collection (Australia &amp; New Zealand Volume)</i> (1994), The prose collection <i>Flying Suite</i> (1989), More than 40 thesis, some of which were published overseas (e.g. <i>Australian Books Review</i>)</p>
<p>Australian Studies Center <i>Zhongshan University</i></p>	<p>Australian section in <i>the Dictionary of World Poem Appreciation</i> 藍天一方 (translated) <i>China's Critique on Australian Literature</i></p>
<p>Australian and New Zealand Studies Center <i>Chinese Academy of Social Science</i></p>	<p><i>Journal News Letter</i> (2 issues) <i>Three thesis in Report on the Asia-Pacific Development</i></p>
<p>Australian Studies Centre <b>Beijing Foreign Studies University</b></p>	<p><i>The Collection of Thesis on Australian Literature</i> (Hu Wenzhong. Beijing: Foreign Language Teaching and Research Press. 1994) <i>Australian Culture and Language</i> (Du Xuezheng. Beijing: FLTRP. 2000) <i>Australian Society on the Screen</i> (Yu Zhiyuan. Beijing: FLTRP. 1993) <i>English-speaking Countries: A Survey</i> (Yu Zhiyuan. Beijing:FLTRP.1996)</p> <p>We also submitted the articles concerning Australia to <i>English Study</i> (a magazine), and <i>Foreign Literature</i>.</p>

## Annex Five

The questionnaire is designed for the research on **the Development of Australian Studies in China in the Last Ten Years**. Thank you very much for agreeing to complete this questionnaire. Please tick any answer you think appropriate.

Sex ----- Age ----- Major----- Grade-----

1. Through what channels have you got to know Australia?  
A. TV B. movie C. books D. newspapers E. others (list)-----
2. What are you going to do probably if you have a chance to go to Australia one day?  
A. study B. work C. travel D. business E. migration F. others (list)-----
3. According to you, what is the most attractive aspect of Australia?  
A. ecological environment B. living standard C. culture D. technology and education E. others (list)
4. Please list the names of the most impressive programs and publications made in Australia;  
A. TV programs-----  
B. Films and movies-----  
C. Books, magazines and newspapers-----
5. Please list the significant events happened in Australia in the last two years (2000—2002):  
-----
6. What do you think of the Australian Studies Program at your university? (Only for Majors)  
A ) curricula arrangement : satisfactory just so-so unsatisfactory (If dissatisfied, please list your reasons or any suggestions for improvement)-----  
B ) teaching methods: satisfactory just so-so unsatisfactory (If dissatisfied, please list your reasons or any suggestions for improvement)-----  
C) the quality and quantity of teaching staff: satisfactory just so-so unsatisfactory (If dissatisfied, please list your reasons or any suggestions for improvement)-----  
d) library resources: satisfactory just so-so unsatisfactory (If dissatisfied, please list your reasons or any suggestions for improvement)-----

7. What is the biggest problems in your Australian studies? (Only for majors)
- a) shortage of book resources
  - b) shortage and /or incompetence of teaching staff
  - c) not enough accesses to relevant information
  - d) not enough exchanges with universities home and abroad
8. Would you like to have courses concerning Australia at your university?
- A ) unnecessary
  - B) optional courses: a) economy b) politics c) culture d) history e) literature f) others (list)----
  - C) compulsory courses: a) economy b) politics c) culture d) history e) literature f) others (list)----
  - D) No opinion
9. Please list some of the most prestigious universities in Australia if you can:
- 
10. What kinds of activities about Australia have you taken part in?
- A ) never
  - B ) yes (list) -----
11. In which aspects do you think the Sino-Australian relationship has made significant progress?
- A ) diplomatic relationship
  - B) economic cooperation
  - C) cultural exchange
  - D) tourism
  - E) others (list)-----
- In what aspects do you think China and Australia strengthen their exchanges and cooperation?
-

## Annex Six

Table.1

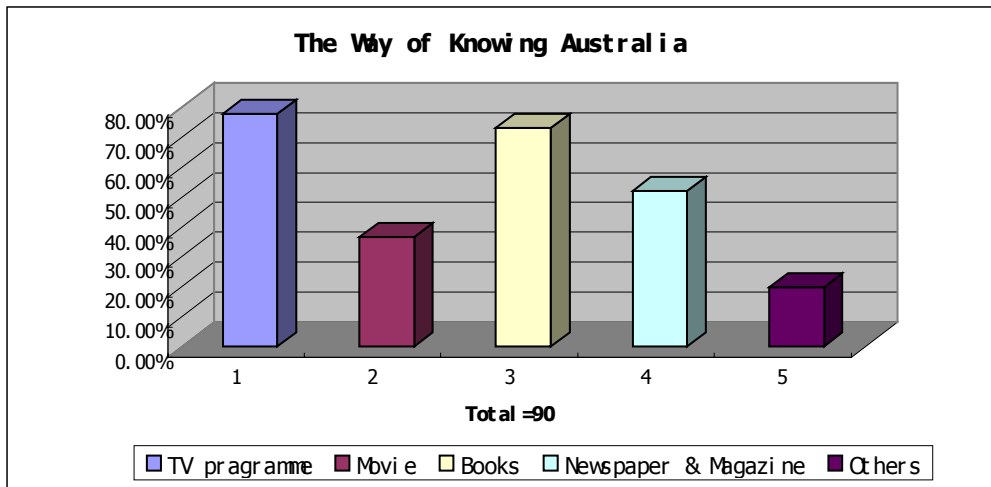


Table. 2

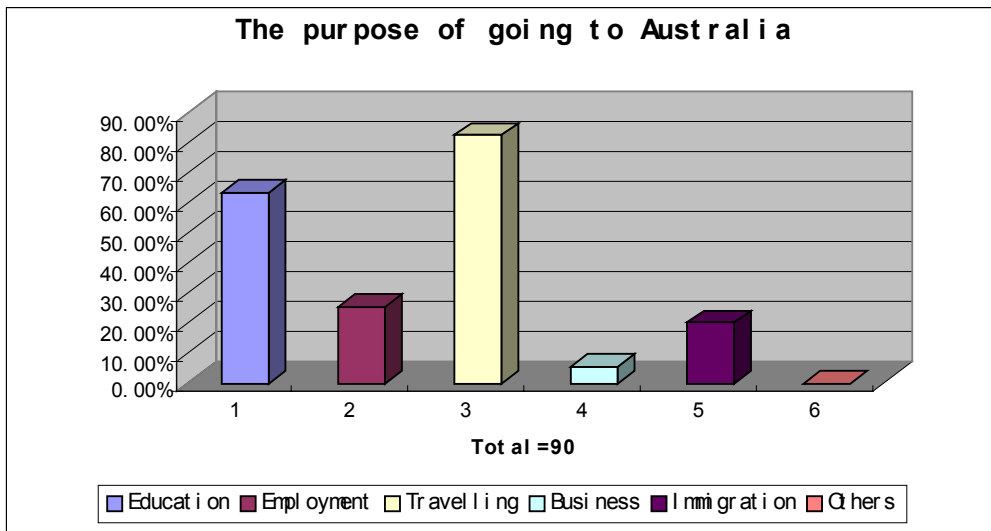


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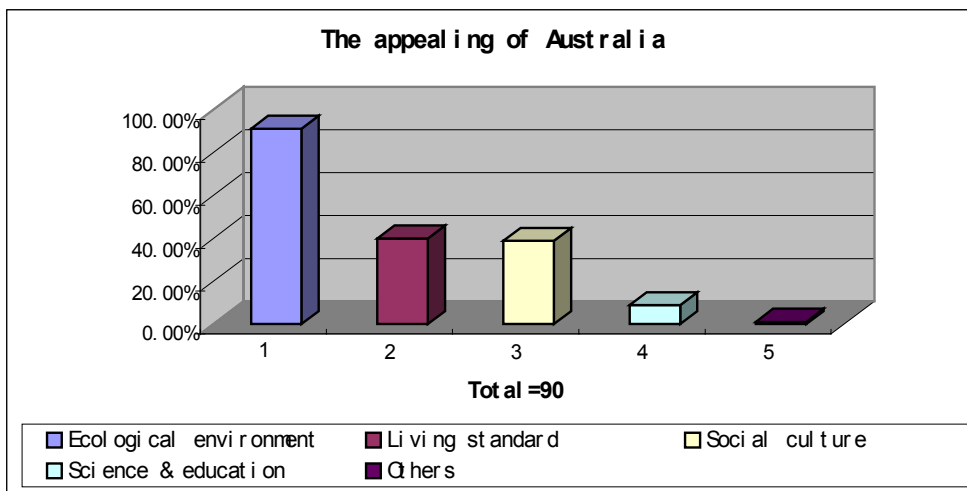


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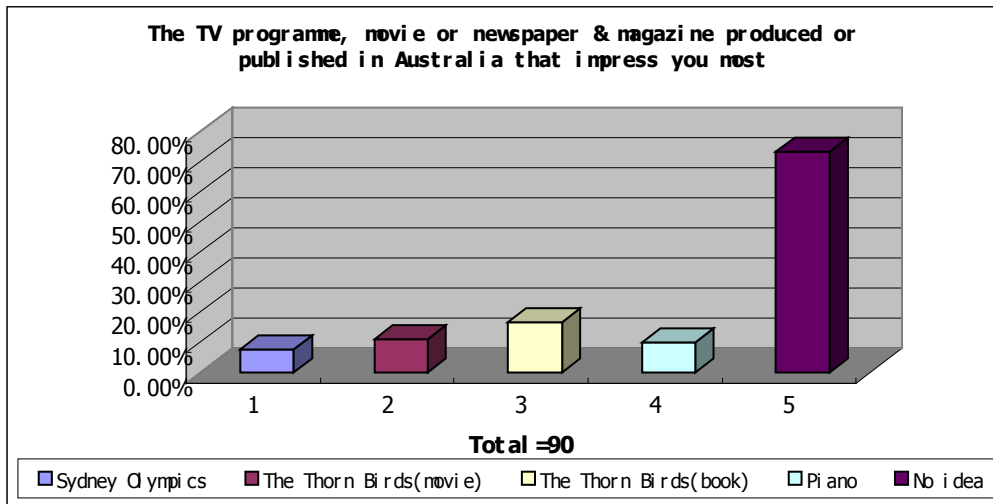


Table. 5

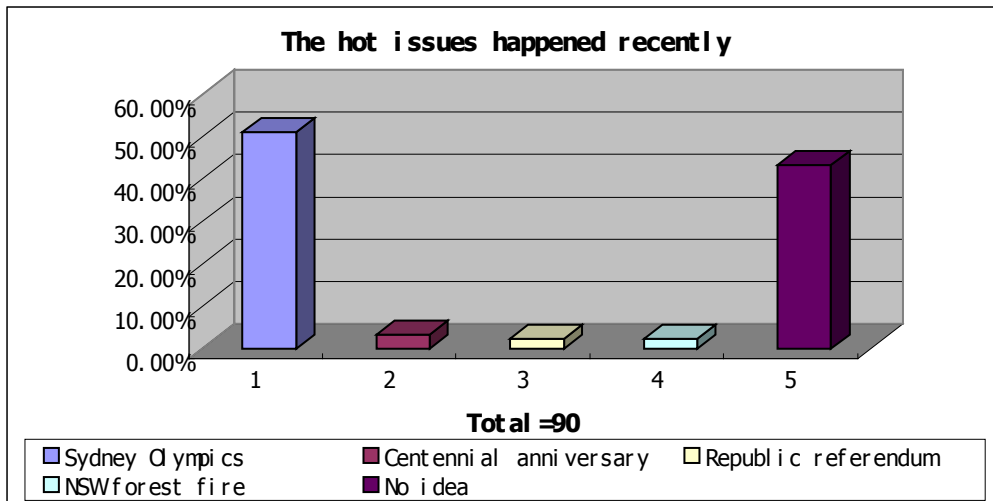


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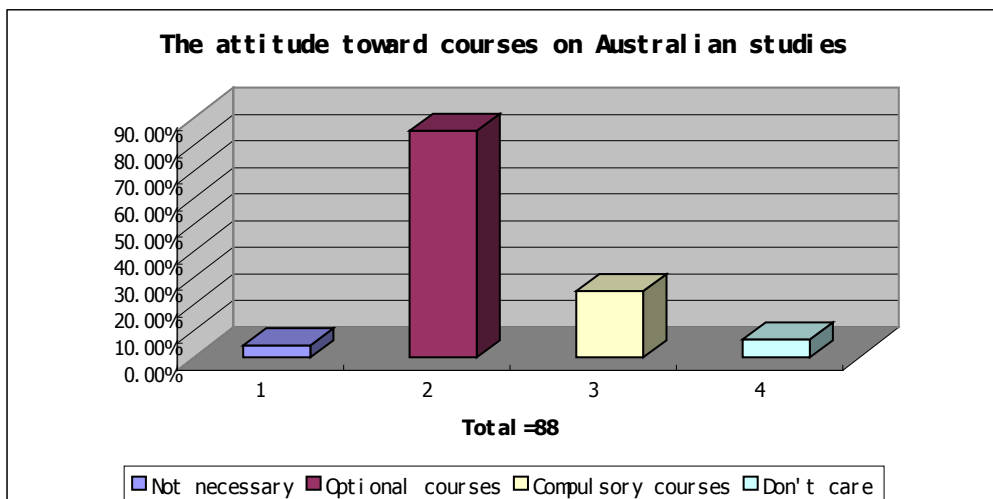


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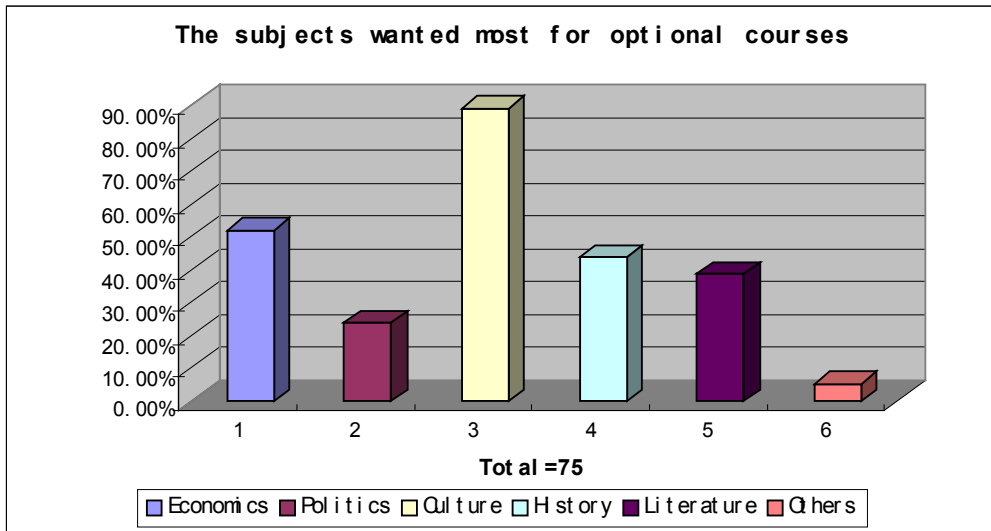


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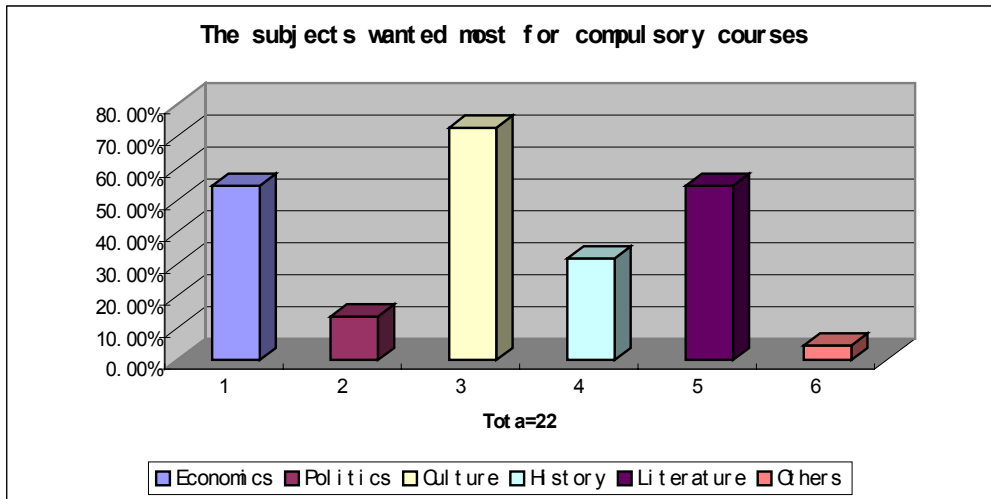


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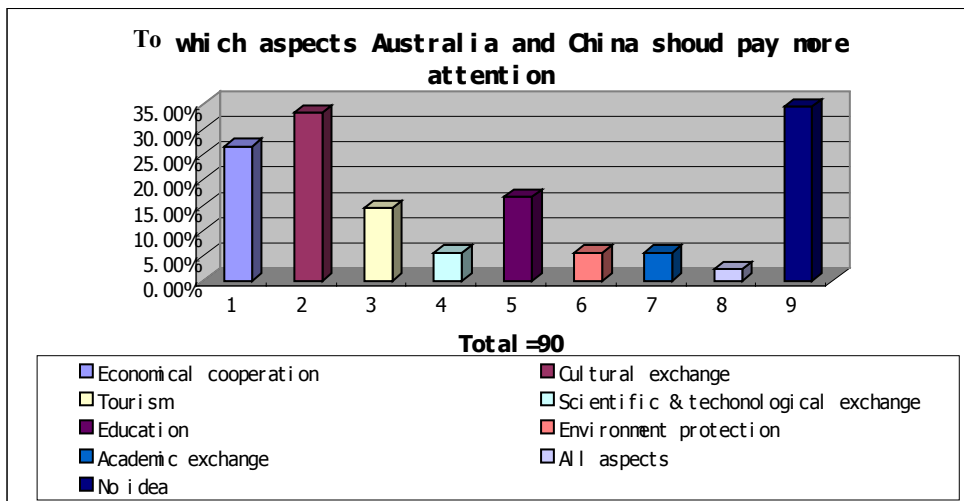


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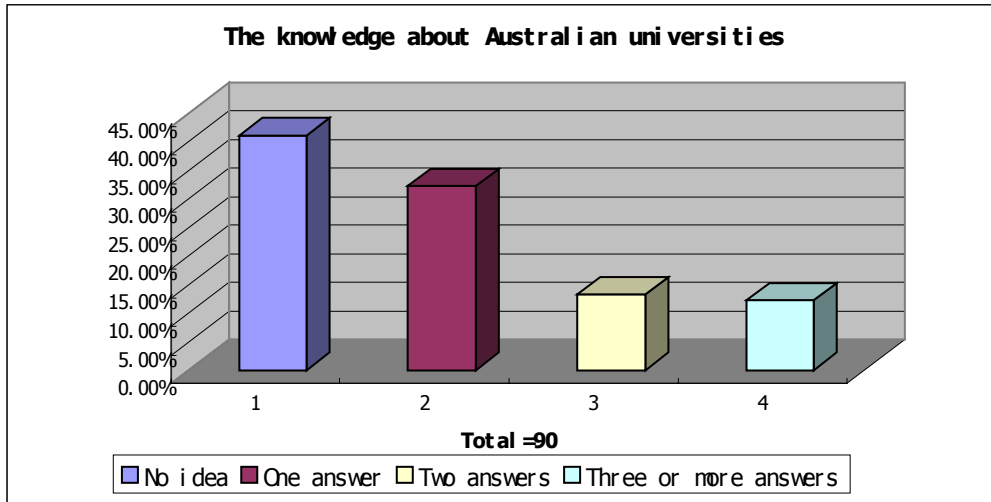


Table. 11

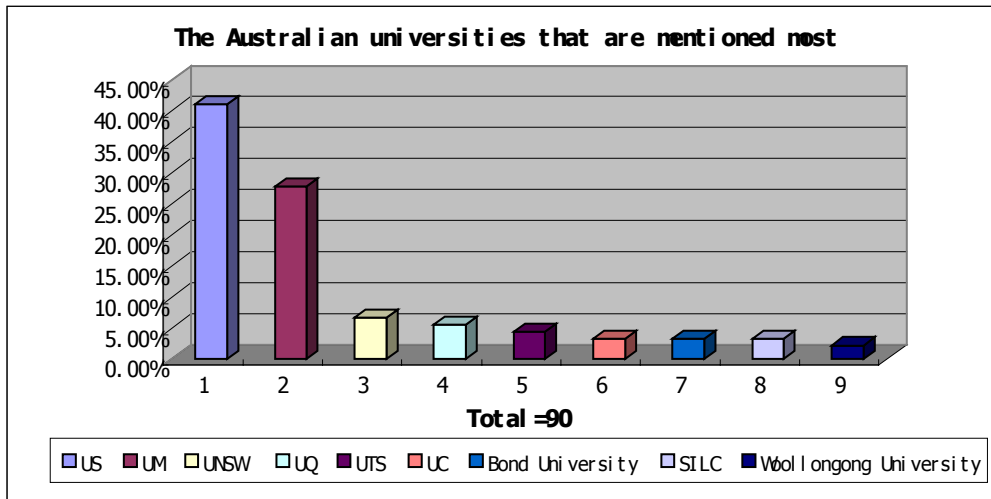


Table. 12

